

INSPECTION REPORT

Bourne Primary School

South Ruislip

LEA area: Hillingdon

Unique reference number: 102368

Headteacher: Mrs Mary Conway

Lead inspector: Mrs S Vale

Dates of inspection: 22 - 24 February 2005

Inspection number: 266466

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---------------------------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 - 11 |
| Gender of pupils: | Mixed |
| Number on roll; | 202 |
| School address: | Cedar Avenue South Ruislip Ruislip Middx |
| Postcode: | HA4 6UJ |
| Telephone number: | 020 8845 2606 |
| Fax number: | 020 8845 2606 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs L Grimes |
| Date of previous inspection: | 7 th – 9 th June 1999 |

CHARACTERISTICS OF THE SCHOOL

Bourne Primary is a one-form entry school situated in South Ruislip in the London Borough of Hillingdon. The majority of pupils come from owner-occupied properties, although the clientele is changing with more pupils coming from local authority housing and rented property. The range of attainment on entry is varied but overall it is in line with national expectations. There are 202 pupils on roll with provision for 35 part time nursery places, although there are currently only 25 children in nursery. This represents a fall in numbers over the past few years. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils whose first language is not English is above the national average; of these, the main languages spoken are Arabic and Hindi. The percentage of pupils identified as having special educational needs is broadly in line with the national average, as is the number of pupils with statements. Staff recruitment has been difficult and has had an impact on the role of subject co-ordinators within the school. It received a School Achievement Award in 2002 and is involved in a number of community provisions. These include the family learning programme, which involves children and parents reading together, family support services and positive parenting courses.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------|
| 22476 | Mrs S Vale | Lead inspector | Foundation Stage, art and design, design and technology. |
| 9865 | Mrs S Howley | Lay inspector | |
| 25787 | Mr E Morris | Team inspector | Mathematics, science, geography, history, music. |
| 19774 | Mrs M Docherty | Team inspector | English, English as an additional language, information and communication technology, physical education, religious education. |

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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

REPORT CONTENTS

| | Page |
|--------------------------------------------------------------------------------------|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 9 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 15 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES – | 18 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 30 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school which provides a good quality of education. In spite of difficulties in staff recruitment, pupils achieve well, as a result of the good teaching they receive and the good leadership provided by the headteacher. Children start school with attainment broadly as expected for their age. The school does well to enable them to reach above average standards in mathematics, science and music by Year 6. A good partnership with parents contributes to pupils' personal development. A stimulating curriculum is promoted successfully, increasing levels of achievement. The school provides good value for money.

The school's main strengths and weaknesses are:

- Good leadership and management by the headteacher provide a clear vision for the school in raising standards in writing and in school development.
- Teaching is good overall with teaching in Year 2 and the Foundation Stage of a high standard.
- Good assessments across the school help pupils to make good progress, starting from average attainment on entry so that by the age of seven they achieve above average standards in reading, mathematics, science and music. However, marking does not consistently show children what they need to do next to improve their work.
- Pupils reach above national standards in Year 6 in mathematics, science and music. Standards in English have improved so that those in Year 2 and Year 6 are now similar to those found in most other schools.
- Subject co-ordinators do not consistently monitor teaching and learning, or work in their subjects, sufficiently to enable them to know how to develop these further.
- The attitudes and behaviour of pupils are good and contribute to the positive learning ethos.
- Pupils work well together both collaboratively and co-operatively and this is having a positive impact on their learning.
- Teaching assistants make a very good contribution to pupils' learning and this ensures that there is good provision for pupils with special educational needs and English as an additional language.
- Extra-curricular activities enrich the curriculum and give pupils a wide range of additional experiences.
- The Reception class does not make sufficient use of outdoor activities and therefore children miss out on these experiences.
- Pupils are cared for well.

At the time of the last inspection, no key issues were identified. There were a number of minor points for consideration by the school. Several of these have been addressed satisfactorily. Pupils take more responsibility for their learning and through collaborative and co-operative activities they make suggestions and create ideas together. Pupils' work is now neatly presented. However, teachers' day to day marking does not consistently include evaluative comments for pupils to know how to improve their work. Individual targets for achievement and to raise standards are set and pupils know what they are. Difficulties in recruitment have meant that subject co-ordinators currently do not monitor teaching and learning rigorously enough, or scrutinise work in their subjects sufficiently to enable them to know how to develop them further.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---------------------------------------------------------------------------|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | A | D | E | E |
| mathematics | A | E | A | A |
| science | A | E | 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 achieve **well** in the Foundation Stage and in Years 1 to 6. There are few differences between the achievements of boys and girls. The school supports pupils with special educational needs who need extra help well. Those for whom English is an additional language are also supported effectively so they too achieve well.

When children enter the nursery attainment is broadly in line with what is expected for children of this age. By the age of five the majority of children meet the goals they are expected to reach in mathematical development, knowledge and understanding of the world, physical and creative development. They do not all achieve the early learning goals in the writing aspect of communication language and literacy, although they achieve well in speaking and listening. They exceed the early learning goals in personal, social and emotional development.

The number of pupils taking the national tests in Year 6 in 2004 was small and results should be viewed with caution. The performance of each pupil carries a greater weight than in larger schools as small variations are magnified in the final figures. Also, some new arrivals to the school in the later years are only at an early stage of learning English and there is insufficient time to bring them up to the expected standard in English by the time they take the tests. Whilst standards were well above national averages in mathematics and science in Year 6 in 2004, there has been a decline in English over the last two years, with a significant dip in the writing results. When compared to similar schools, the results of tests in English in Year 6 were well below national averages. The school was expecting this and had put in a lot of support to help this year group. It has made writing a focus for development and is putting in extra time and resources to raise standards. Standards have improved in the current Year 6 and a significantly higher number of pupils are on course to reach national averages in English. The school has maintained above average standards in mathematics, science and music. The committed staff and overall good teaching enable pupils to achieve well.

In Year 2, standards in 2004 national tests in writing and mathematics were well above average and above average in reading. Inspection evidence shows that standards are currently in line with the national average in writing and above average in speaking and listening, reading, mathematics, science and music. In information and communication technology, standards are as expected in Year 2 and Year 6. It is used well in other subjects across the curriculum. Standards in religious education are in line with the requirements of the locally agreed syllabus.

Pupil's personal development, including their spiritual, moral, social and cultural development, is **good**. Pupils from nursery to Year 6 have good attitudes and their behaviour overall is good both in lessons and at other times during the day. They work very well together and are well aware of right and wrong. The school's emphasis on enabling pupils to work collaboratively and co-operatively is instrumental in this. Pupils' moral and social development is good. Their spiritual development is satisfactory. Cultural development is good and different cultures are also celebrated and valued. Pupils' attendance is satisfactory and their punctuality is good.

The school provides a **good** quality of education for its pupils. There is a broad and stimulating curriculum that is enriched effectively through extra-curricular activities and whole-school visits to places of interest. These broaden pupils' learning. There is good provision for pupils with special

educational needs and for those who are learning English as an additional language. Teaching and learning are **good**, characterised by staff who work together well as a team. Assessment is good and is used well to plan the next stage of pupils' learning. However, marking is still not clear enough to show pupils how they can improve their work. The care, welfare and support of pupils are good. There are good links with parents, who value the school, and with the local community. The school's involvement in the Ruislip Federation of nine schools provides good links with other educational establishments and allows the sharing of ideas and training. Accommodation and resources are satisfactory. The Reception year does not have easy access to an outside area. It is not ideally situated in the school and teachers cannot provide for a free flow of activities between the classrooms and outside.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance is satisfactory. Statutory requirements are fulfilled and governors are supportive of the work of the school. The school is led and managed well by the headteacher. She has a clear vision for its development. There are good strategies in place to ensure each day runs smoothly. The headteacher undertakes good self evaluation and uses its findings productively to enhance the quality of education. Subject co-ordinators do not consistently monitor teaching and learning, or work in their subjects, sufficiently to enable them to know how to develop their subjects further. This has been partly due to difficulties in recruitment of staff. Governors are effective in carrying out their duties and in providing support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils are happy and proud of their school. Parents feel welcomed and are particularly pleased with the enriched curriculum that their children receive. Pupils really like their school and feel strongly that they do interesting things.

Improvements needed

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

- Enable a more consistent approach for subject co-ordinators to monitor their own subjects more rigorously;
- Ensure that marking shows children what they need to do next to improve their work;
- Improve provision in the outside area for the Reception children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards at the end of Years 2 and 6 in mathematics and science are above national averages. In English they are in line with national averages. Standards in music are above those expected nationally by Year 2 and Year 6. Pupils throughout the school achieve well.

Main strengths and weaknesses

- Standards in mathematics and science are good.
- In English, standards have improved. They are very good in speaking and listening and reading, and due to a lot of effort by the school are now in line with national averages in writing.
- Achievement is good throughout the school.
- Pupils with special educational needs and those with English as an additional language also achieve well.
- Standards in music are above those expected nationally.

Commentary

1. Standards in mathematics and science are above the national average in Years 2 and 6. They have been consistently high in mathematics at the end of Year 2 for many years. In the 2004 tests in mathematics, standards at the end of Years 2 and 6 were well above the national average. Indications are that pupils currently in these years are also likely to exceed the national standard. Very good standards are also found in science. Pupils are given a lot of opportunities to investigate for themselves, and learn the correct scientific principles securely through this practical approach.

2. In English, test results, particularly at the end of Year 6, have been variable. This is partly due to the small numbers in each year group. The performance of each pupil represents a higher percentage than in larger schools so that small variations are magnified in overall grades. Some pupils, new to the school in the later years, are still at an early stage of learning English. This gives the school little time to bring them up to the expected standard. The results in the 2004 tests in English for Year 6 pupils showed standards to be well below the national average. Pupils currently in Year 6 are attaining standards in English as expected for their age and reach good standards in both reading and speaking and listening. Standards in writing are now similar to those found in other schools nationally. This is a good improvement and a direct result of the efforts made by the school. The appropriate focus on improving pupils' speaking and listening skills is showing positive results as, by improving these skills, standards in other aspects of English are also raised.

3. Standards in information and communication technology are as expected in all years and the subject is used well across other areas of the curriculum. In religious education pupils attain standards in line with those expected in the locally agreed syllabus. Apart from music where pupils achieve above average standards, insufficient evidence was gathered to make secure judgements on the overall quality of provision in other subjects.

4. In all areas of learning¹ in the nursery and Reception classes and in Years 1 to 6, pupils achieve well. This is a direct result of the good teaching they receive as they move through the school. There is very good teaching in mathematics and science. Pupils acquire a thorough knowledge and understanding of the skills they need in reading, mathematics and science. Another important factor in raising the achievement of each pupil is the carefully planned and interesting curriculum. Pupils really look forward to school, as they know that the work they are given will be enjoyable and challenging.

¹ Areas of learning are: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development, physical development.

5. Pupils with special educational needs achieve well. Their needs are carefully assessed, and well-written individual educational plans identify appropriate targets. Pupils are given additional support from teaching assistants to help them achieve learning objectives in lessons. The majority of pupils who are at an early stage of learning English are in the Foundation Stage. The very practical and visual curriculum and high focus on speaking and listening help them develop their English language skills quickly. Where older pupils arrive and are newcomers to English, appropriate support is provided after careful assessments have been made using the local authority's English Language Acquisition Levels.

6. Standards in music are above those found in other schools nationally. The quality of the singing is very high with pupils from an early age singing confidently and tunefully. The number of pupils learning to play a tuned instrument is also good and makes a strong contribution to the overall standards. Pupils' performances in school and elsewhere are of a very high standard and bring much credit to them.

Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school and are keen to learn. Attitudes and behaviour are good. Personal development is good and relationships are a strength.

Main strengths and weaknesses

- Pupils are enthusiastic about their learning. They are confident, interested and work hard.
- Behaviour is good and pupils work and play together well.
- Achievement is rewarded and celebrated. Pupils feel valued and well supported and enjoy responsibility.
- The school is an orderly and respectful community and relationships are very good.
- Social, moral and cultural developments are good contributing effectively to pupils' personal development.

Commentary

7. Pupils enjoy coming to school and parents are pleased that their children are happy and settle well. The pupils work hard and take good advantage of the wide range of activities on offer through the broad curriculum, clubs, performances and fundraising. Attitudes are good. Achievement is encouraged and rewarded leading to good personal development. Pupils are confident and enthusiastic about their learning.

8. Behaviour is good in lessons and at play. The school provides clear expectations and a good range of incentives and rewards for good behaviour, including playground awards, which encourage good collective responsibility. Staff provide very good role models and consistently promote good social and moral development through the Social Skills Programme. Pupils work together very well, as co-operation and collaboration in groups is promoted and they are supportive of one another. New pupils are allocated a "buddy" to help them to settle quickly into school. Older pupils enjoy their additional responsibilities, such as looking after younger pupils.

9. Personal development is good. There is good provision for moral, social and cultural development within the Social Skills Programme, the rich curriculum, the wide range of visits out and visitors to the school. Assemblies and charity fundraising encourage pupils to think about others. They often learn about the diversity of faiths and cultures through the experiences and knowledge of parents and pupils at the school. For example, during the *International Week* they were able to sample food, cooked by parents, from around the world.

10. Pupils with special educational needs, including those with emotional difficulties, are fully involved in all aspects of school life and their contributions are valued. This ensures that they

become confident members of the class. Pupils' attitudes are positive and relationships are enhanced by group activities where good collaboration is achieved.

11. Attitudes of pupils learning English as an additional language are good and this impacts on their achievement. Children in the Foundation Stage join in activities with enthusiasm and contribute ideas with confidence, secure in the knowledge that adults will praise and appreciate their contributions. Their personal, social and emotional development is good. Older pupils who are at an early stage of English language acquisition are given support where cultural or linguistic references are unfamiliar to them. For example, one pupil wrote, "The magician waved its wand." The teacher was able to explain that the magician in this case was masculine and therefore the possessive pronoun needed to be "his".

12. Attendance is satisfactory and punctuality is good. Procedures for monitoring absence are very thorough. Registration sessions provide good calm introductions to the morning and afternoon lessons and contribute to the good support and care of pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching and learning are good. There is good care and support for children, and good partnerships with parents which support pupils' personal development well. The curriculum provides a stimulating learning programme. All of this means that pupils achieve as well as they can. Accommodation and resources are satisfactory overall, although there is limited access for Reception children to learn outside.

Teaching and learning

Teaching and learning are good. Assessments are good and used well to help pupils learn at a good rate.

Main strengths and weaknesses

- Teaching and learning are good, resulting in pupils achieving well.
- The quality of teaching is consistently high in Year 2 and Reception.
- Teaching assistants make a very good contribution to pupils' learning.
- Teachers make good use of information and communication technology in lessons.
- Assessment procedures are used well to plan future work. However, marking does not explain to pupils sufficiently how they can improve their work.

Commentary

Summary of teaching observed during the inspection in 41 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0(0%) | 12 (29%) | 20 (48%) | 8 (19%) | 1 (2%) | 0 (0%) | 0 (0%) |

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

13. Teaching and learning are good and better than they were at the time of the last inspection. The table above shows that approximately three quarters of the teaching seen during the inspection was good or better. Evidence gained from looking at pupils' past work and talks with parents and pupils confirm that teaching and learning have been good over time.

14. Staff throughout the school are well organised and lessons are very well planned and relevant to the pupils. They know what they want pupils of different abilities to learn and clearly communicate this to them. The basic skills in literacy, numeracy and science are taught well

because staff have a good knowledge of subjects and of individual pupil's needs. Specialist teaching supports music well and good teaching results in pupils attaining good standards.

15. In the Foundation Stage teachers have good knowledge of the relevant curriculum and children are taught well. Lessons are well planned and challenge children effectively in all the areas of learning. There are missed opportunities in Reception to use the outdoor curriculum fully.

16. In Years 1 to 6 teaching and learning are good and this stems from:

- Teachers' very good planning of lessons, showing clearly what they want to teach;
- Good use of information from assessment which informs the next stage of pupils' learning;
- Very good encouragement for pupils to work together collaboratively and co-operatively;
- Interesting lessons that stimulate pupils to want to learn and create a positive learning ethos;
- Good support for pupils with special educational needs and English as an additional language;
- Very good deployment of teaching assistants.

17. Teaching assistants are well trained and well briefed about their role. They are deployed very well to support pupils, particularly those who have special educational needs or English as an additional language. The majority of pupils are interested in their lessons and want to learn. This makes a very strong contribution to their achievement. Even when they find work challenging, many try hard and most sustain good levels of concentration. Teachers are using the interactive whiteboards well to enhance teaching across a number of subjects. This provides pupils with lots of visual clues that help their learning.

18. Half-termly assessments allow teachers to find out regularly what pupils know and can do. These are then used successfully to plan what pupils will learn next. More formal tests in English, mathematics and science also add to the information gathered about each pupil. It is used in tracking the progress of every pupil and highlighting both successes and any areas of concern. These concerns are noted and targets for improvement are set and shared with parents. Pupils know these targets well and in the more successful lessons teachers refer to individual pupils' targets and remind them of what they are trying to achieve.

19. Teachers question pupils well so that those who experience difficulty are quickly identified and given extra support or further explanations within lessons. Marking is not being used effectively enough to evaluate pupils' work. While it is often used to say 'well done', it does not give sufficient pointers about how pupils can improve their work in the future.

20. Teachers and support staff promote pupils' personal development well. They treat pupils positively and give them lots of praise and encouragement. Through small-group work, they encourage pupils to work co-operatively. This is very successful and begins right from when pupils first start at school. The good encouragement to work co-operatively is well integrated into the every day learning ethos. This makes a good contribution to learning since pupils have lots of opportunities to learn from one another.

21. Teaching of pupils with special educational needs is good, ensuring that those of different abilities and experience and with different levels of need achieve well. Staff use effective strategies to ensure that pupils have clear access to ongoing work and additional support. Teaching assistants are skilled and they are briefed and deployed effectively. Teaching also supports well the few pupils who are at an early stage of learning English as an additional language. Teachers make good use of speaking and listening skills in group work and use good visual material, including information and communication technology resources in lessons. In more practical activities, for example art and design, physical education, science and technology, pupils are able to demonstrate their knowledge and understanding, whatever their level of English language acquisition.

The curriculum

The school provides a good curriculum in Years 1 to 6. It enriches learning through a broad range of extra-curricular activities. The curriculum for Foundation Stage is good overall, though the Reception year does not have easy and spontaneous access to the outdoor play area. The accommodation and learning resources are satisfactory overall with some aspects for improvement.

Main strengths and weaknesses:

- There is good support for pupils with special educational needs.
- Work is enhanced by good opportunities for speaking and listening.
- Teaching makes effective use of information and communication technology across all subjects.
- Provision for Reception children to learn through outdoor activities is limited.

Commentary

22. The curriculum for pupils in Years 1 to 6, including religious education, personal, social and health education and citizenship and sex and relationship education, is well planned and meets statutory requirements fully. It provides an interesting and worthwhile range of learning opportunities. These include a number of whole-school “themed events”, including “Science Week”, “Pets’ Day” and a highly motivating drama of a meteorite landing in the school field. Work is also enhanced by a good range of visits and visitors, including the essential meteorite specialist.

23. A recent curriculum review that took into account guidance from the primary strategy “Excellence and Enjoyment” has established links between numeracy and literacy and other subjects to support planning. This has helped pupils make connections in their own learning to support understanding. The school has identified writing as the key area of development and has a high focus on speaking and listening as part of this strategy. This development is having a positive impact on pupils’ work. All teachers are committed to these curriculum approaches and planning is consistently good, with appropriate focus on the needs of different learners and high expectation for speaking and listening to support learning. The school has a good range of extra-curricular activities which support pupils’ development in art and design, technology, sport and music.

24. There is good provision for pupils with special educational needs and individual educational plans are well written, with targets incorporated into planning. Special educational needs reviews indicate that pupils make good progress with targets reset in the light of pupils’ achievements. Planning indicates how learning assistants will support pupils and help them achieve the learning objectives at an appropriate level. The school has also identified a number of gifted and talented pupils who are given opportunities within the curriculum to achieve standards in line with their capability.

25. Most lessons are characterised by good opportunities for pupils to talk together about questions raised, before feeding back to the whole class. In this way, pupils are highly involved as the lesson unfolds and come to understand the new learning more clearly. In literacy lessons they are able to discuss the lesson objectives, building up their confidence before working more independently on the written tasks. This is having a positive impact on the standards achieved in writing, which are improving. Support from class teachers and teaching assistants at this stage helps tackle pupils’ misunderstandings, and aids intervention at an individual level to help them make better progress.

26. Accommodation and resources are generally satisfactory, with a technology and music room supporting development in these subjects. The resources in particular subjects are variable and some need replacing and updating. For example, although basic resources for literacy are in place, pupils working on a particular text read from photocopied extracts which do not always inspire them to read on outside the lesson time-table or build up a view of the whole work. Good resources are being built up for religious education so pupils are able to examine artefacts and posters of different faiths.

27. Reception children do not have regular and spontaneous opportunities to learn through an outdoor curriculum. This limits the opportunities for them to initiate adventurous play, extend their learning in knowledge and understanding of the world and for the learning environment to be both indoors and outdoors.

Care, guidance and support

There is good provision for pupils' care, welfare, health and safety. Teachers provide good individual guidance. Pupils feel they are listened to and that their views are valued.

Main strengths and weaknesses

- Procedures for ensuring the welfare, care, health and safety of pupils are very thorough.
- Staff are well informed about pupils' needs and circumstances.
- Teachers provide good academic guidance; pupils know how they are doing and how to improve.
- Induction arrangements are good and ensure pupils settle well.
- Pupils are confident that their views are listened to and valued.

Commentary

28. The school has very thorough procedures for pupils' care and welfare. It is clean and well cared for, although some of the toilet facilities are old and in need of replacement. Staff are well informed about pupils' needs and circumstances and provide good supervision and support. Child protection procedures are thorough and staff are well briefed. Pupils can talk to staff at any time, in classrooms and at play. They have regular opportunities to raise worries through circle time and at registration sessions.

29. Good academic tracking and regular assessments identify effectively those pupils who need extra or booster support. Target setting is effective in literacy and numeracy. Pupils generally know how well they are doing and how they can improve, although this is not always the case when their work is marked.

30. Induction arrangements are good for nursery children and for those pupils joining at other times. Very good relationships between adults and pupils ensure good support. New pupils are allocated a "buddy" to help them to settle into the school well.

31. The school assesses pupils' needs as soon as possible after their arrival in nursery or as non-routine arrivals across the academic year. Early causes for concern are recorded and pupils' achievements monitored at an "alert" stage before they are put on the register of pupils with special educational needs. Individual education plans for pupils with special educational needs are well written, with appropriate targets and additional support is provided in lessons.

32. The school uses the local authority's English Acquisition Levels to monitor bi-lingual pupils' progress in English. The few pupils who are newcomers to the language are given additional support. Where expected progress in English does not occur, other assessments are made to ensure that there are no additional learning problems.

Partnership with parents, other schools and the community

Partnership with parents is good. There are good links with other schools and the community, which have a positive impact on learning.

Main strengths and weaknesses

- Parents are very supportive and positive about the school.
- The school involves parents well in their child's learning.
- Good links with local schools enhance teaching and learning as well as easing transition to secondary education.
- There are good community and business links which enrich the curriculum.

Commentary

33. Partnership with parents is good and has a very positive impact on learning. Parents are very supportive and positive about the school. The "Friends of Bourne" generate considerable interest and support for many activities resulting in significant funds for additional resources, which enrich the provision.

34. The school provides good information and staff are willing to meet with parents to discuss their child's achievements or concerns. Parents' views are regularly sought and reflected in school improvement. They feel well informed and attendance at parent teacher consultations is very good. Reports are easy to read and tell parents what their children can do. The Family Learning project is a positive new development this year.

35. Parents of pupils with special educational needs are kept well informed. Parents generally take up the opportunity to contribute to the review of individual education plans and are also encouraged to help their children achieve them, for example by using the same approaches to behaviour management or supporting them in homework tasks.

36. The school welcomes parents from minority ethnic backgrounds so they become fully involved in their children's education. For example, they are invited as experts to talk to pupils about religious education and cultural events in the community.

37. There are strong links with other schools, which enhance teaching and learning. Staff work closely with the local cluster of schools, benefiting from joint training and development. Good links with the secondary school provide really good opportunities for pupils, as young as Year 4, to visit for 'taster' sessions. This offers good curriculum enrichment and eases the transition process.

38. Links with the community and business are good. Pupils benefit from sponsorship, visits and visitors. These significantly enrich the curriculum and enhance their learning and personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The leadership by the headteacher is good; she has a clear educational vision for the school. Management is good. Subject co-ordinators' knowledge and monitoring of their subjects varies considerably. Governance is satisfactory and ensures that all statutory requirements are met.

Main strengths and weaknesses

- Good leadership by the headteacher ensures clear educational direction.
- The school improvement plan has too many areas of priority, although the school has identified key areas which staff are working on together.
- Subject co-ordinators overall have good subject knowledge, but are not rigorous enough in their monitoring of teaching and learning or standards within their areas of responsibility.
- The governance of the school is satisfactory.
- Good management ensures that all are able to go about their daily work successfully.
- The school makes good use of all performance data to bring about improvements.
- The management of special educational needs is good.

Commentary

39. The leadership and management of the school are good. The headteacher has a clear educational vision for the school. The school is managed well and good self-evaluation underlies the positive way in which areas identified as needing improvement are acted upon immediately. This ensures that children's progress and wellbeing are at the centre of decisions made.

40. The school improvement plan is satisfactory. Whilst it shows what the school is trying to achieve, the priorities are not identified clearly enough. The school through its self-evaluation has identified a smaller number of priorities which it is focusing on, such as speaking and listening, the raising of attainment in English and co-operative and collaborative learning. The school's focus on these areas is going well, but they are not identified as having a higher priority within the school development plan.

41. Subject co-ordinators' knowledge and understanding of their role is varied. There is currently no co-ordinator for the Foundation Stage and the headteacher has undertaken the science co-ordinator's role, due to recruitment difficulties. As a result, there has been limited monitoring of teaching, learning or work in subjects in some areas of the curriculum since the previous school year. This is not helpful in improving standards or achievement within these curriculum areas.

42. The governing body shares the headteacher's clear vision for the development of the school. Governors are well informed and come into school regularly. They are supportive of the school's activities and they are informed about all developments regularly. They ensure that statutory requirements are met.

43. The professional development of all staff is good and linked to identified areas of development within the school improvement plan. This is enhanced through the involvement of the school in the Ruislip Federation of nine local schools. Good links have also been developed with the local high school so that teachers have access to a wider range of training opportunities. Teachers and support staff receive regular updates and training. There are good links with teacher training institutions and students regularly carry out their teaching practices at the school. Performance management is related well to the specific needs and areas of development within the school.

44. The special educational needs co-ordinator monitors the achievements of all pupils at the "alert" stage or who are on the register for particular needs. Detailed assessments are made and an individual education plan is prepared for these pupils to make sure that all staff are able to intervene to help them make progress. External agencies and therapists are involved at appropriate stages in line with statutory requirements.

45. The co-ordinator for pupils who are learning English as an additional language ensures that pupils at a very early stage of learning make progress in their use and understanding of English. Pupils at Stages 1 and 2 and threshold are given additional support where it is needed. Bi-lingual pupils at a more advanced stage who may have difficulty, for example in inferring meaning beyond

the simple sentence level, benefit from the guided reading and writing sessions which are planned into most literacy lessons.

46. The governing body oversees the budget. The principles of best value are used well. The carry forward this year is designated to be used towards essential building maintenance. The governors and headteacher ensure that the budget reflects the school's educational priorities. Good financial procedures are in place and there is careful monitoring of the financial position during the year. This has resulted in good standards of achievement, a stimulating curriculum, good teaching and good leadership. The school provides good value for money.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 632,919 |
| Total expenditure | 616,542 |
| Expenditure per pupil | 3,043 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 23,373 |
| Balance carried forward to the next | 49,987 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

48. Children enter the nursery at the age of three with attainment that is broadly similar to that normally found for children of this age. Teaching and learning promote good levels of achievement in very young children in all of the areas of learning. Assessment procedures are good throughout the Foundation Stage and the information gained is used effectively to help plan programmes of work. Accommodation is cramped, although staff try to make the most of the limited space. The outside area is not used sufficiently by the Reception children. It is not ideally situated as it does not allow for a free flow of activities between the classrooms and outside. Staff need to take this into consideration when planning activities, and the use of adults and volunteers, to ensure that Reception children are able to work and play as much outside as they are within the classroom.

49. Resources are satisfactory and used effectively to help children to become independent, make important choices about their work and learn through a variety of challenging and interesting play activities.

50. Teaching and learning are at least good in all the areas of learning. As a result, children at the end of their Reception year meet the early learning goals set for them in mathematical development, knowledge and understanding of the world, physical and creative development. They achieve well in speaking and listening but are unlikely to meet the early learning goals in the written aspect of communication, language and literacy. They exceed them in personal, social and emotional development due to very good provision in this area of the early years curriculum.

51. Common features of the good quality teaching and learning include:

- good knowledge of the Foundation Stage curriculum and the ways children of this age learn;
- very good planning of activities to enhance children's learning. Teachers plan to the different levels of the *stepping stones*² effectively;
- effective teaching methods, use of resources and deployment of adult support so that children achieve as well as they can;
- the development of children's skills, knowledge and understanding, especially their capacity to work on their own or with others;
- children's good attitudes and enthusiasm for learning;
- assessments of what children know and can do are thorough and activities are planned to meet individual needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The nursery children are curious and eager for new experiences.
- The development of independence skills is very good.
- Children are taught to co-operate with one another and collaborate very well.
- Reception children are confident to try new activities.
- Relationships with adults and classmates are good so that there is a stimulating working atmosphere.

Commentary

² *Stepping stones* are steps achieved by children as they progress toward the early learning goals.

52. Nursery staff have very good procedures to enable children to become independent and make choices about their activities. As a result, nursery children are eager to try out new activities and find things out for themselves. Staff work with all the children by talking to them, modelling the correct language and vocabulary and encouraging them to play together. A growing number of children in the nursery have English as an additional language. Children who are more confident initiate conversations with adults. Others prefer to enjoy their chosen activities and absorb the new language. In all classes, children behave well and play harmoniously. Staff in Reception build on this and encourage children to make independent choices and decisions. Activities are very well planned to develop children's ability to work both independently and co-operatively, a whole-school focus. This ensures that they make good progress and exceed the early learning goals in this aspect.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good opportunities to develop children's speaking and listening skills, a whole-school focus.
- Children are encouraged to try out their knowledge of writing at a very early stage.
- The classroom displays and literacy sessions enable children to recognise sounds and words.

Commentary

53. The nursery and Reception staff provide many opportunities for children to develop their speaking and listening skills through activities, such as role-play in the home corner and garden centre, or as characters in traditional and popular stories such as 'Jasper's Beanstalk'. Adults work alongside the children in their chosen activities to extend their vocabulary and model conversations and discussions. They use the correct vocabulary that helps all children to develop their communication skills. This is particularly relevant and helps children to achieve well when they are new to learning English.

54. Activities such as taking orders for food and drinks at the garden centre, stimulate children to write and to try sounding out words. Reception work shows that more able children have tried to write their own spellings following similar sound patterns. Some words are spelt correctly; others illustrate simple marks where children have tried to write independently. Staff encourage the children to try and write things for themselves at a very early stage so that they understand writing is an important way to communicate.

55. Children in the nursery and Reception classes take home books to share with their parents. Throughout the Foundation Stage, they are encouraged to browse through books and tell each other stories from the pictures. Staff also read to the children. Children learn about the sounds letters make and are very proud when they recognise them.

56. Children arrive at the school with levels of attainment that are broadly in line with those expected. The good provision enables them to achieve as well as they can and they meet the early learning goals set for them in speaking and listening and reading at the end of the Reception Year. The majority are unlikely to meet them in writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Many activities, including those linked to other areas of learning, promote mathematical development well, so that children reach the early learning goals set for them.
- Simple pattern making and sorting is encouraged and developed through well-planned activities.

Commentary

57. Throughout the Foundation Stage, staff promote mathematical skills using a good range of activities. In the nursery and Reception children make patterns of different shapes and colours and know what shape or colour comes next to continue the pattern. They can count confidently to ten and the more able can count beyond 20. In the nursery approximately a third of children in the afternoon session can already count securely to ten. This is very good for such young children. Teachers use imaginative ways to promote children's interest in mathematical development. For example, in Reception they encouraged children to sort seeds by patterns then count and match numbers printed on cards to the number of seeds in each pattern. This practical activity relates to their work in literacy. They meet the early learning goals and enter Year 1 ready to start their work in the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting activities to develop knowledge and understanding of the world is provided inside the classroom.
- There are insufficient opportunities for Reception children to explore and learn in the outside environment.
- Practical activities are very well planned and allow children good experiences to find out about the world around them.

Commentary

58. In the nursery children enjoy many different experiences that help them to find out about the world around them. They often cook with a parent volunteer and this teaches them much about their senses, their likes and dislikes as well as what happens when ingredients are heated. Nursery children have the opportunity to enhance their learning through outdoor activities.

59. Children in the nursery enjoy playing on the computer and programmes are well chosen to reinforce what they are learning in other areas of the curriculum. Good adult interventions through questioning and making suggestions allow children to experiment and explore the world around them for themselves. Reception and nursery children take part in many activities, exploring musical instruments, computer games, sand and water. Children achieve well and are likely to reach the early learning goals in knowledge and understanding of the world. Specialist music teaching for both nursery and Reception children enables them to achieve well and they obtain standards similar to the first stages of the National Curriculum.

60. Due to restrictions in the layout of the school, Reception children are not able to explore the outdoor curriculum as much as they should. There is a lack of opportunity for them to continue their learning both indoors and outdoors. This is unfortunate as they are eager to find out more about the world around them, and they are limited to the confines of the classroom.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The curriculum promotes good achievement in this area of learning.

Commentary

61. Throughout the Foundation Stage, staff promote children's physical development successfully so that they meet the early learning goals set for them. In the nursery children carried out a 'dragon dance' to celebrate Chinese New Year. They made and decorated the dragon head themselves and had to work co-operatively in order to move together in the dance. The curriculum in the nursery and Reception classes gives children the chance to develop their dexterity by using malleable materials, rolling out and shaping dough or clay and writing and constructing models from a wide range of materials and toys. They handle tools, such as scissors and other objects, with increasing control. Some children in Reception are very clear at explaining what they have made. Outside, children ride tricycles, climb, slide, play with hoops, balls and skipping ropes. These tasks help children to balance, travel along, move around, climb, roll and show awareness of space. Many children move with confidence, imagination and in safety. The lack of outside space for a free flow of activities for Reception limits their opportunities to enhance their physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children in the nursery and Reception classes are encouraged to use their initiative to enable them to achieve well.

Commentary

62. Examples and photographs of paintings and of collages show children are given opportunities to express and communicate their ideas through their art work, design and technology. These are often linked to other areas of learning. Role-play activities, including dressing up as different characters and, for example, acting out the story of 'Jasper's Beanstalk' linked to their work in literacy. These promote good achievement in the use of imagination and communication of ideas. Children in Reception spent a long time thinking about and deciding what material to cut in order to decorate their picture of Jasper the cat.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **good**.

Main strengths and weaknesses:

- The school's focus on speaking and listening and writing is having a positive impact on achievement.
- Most pupils' achievement is good because teaching is good and often very good.
- Standards in writing are improving.

Commentary

63. Standards in the 2004 national tests in Year 2 in reading were above national averages and in writing they were well above national averages. When compared to similar schools standards in writing remained well above national averages but were below in reading. Current standards in Year 2 show that both reading and writing are in line with what is expected with a number of pupils working at higher levels of the National Curriculum. In the national tests in Year 6, pupils' attainment in the 2004 tests was well below average due to poor performances in writing. Current standards in reading and writing have improved in Year 6 and are average. This improvement is in part due to the hard work by the school to improve standards in writing. The majority of pupils, including those with special educational needs, achieve well in lessons because of good teaching and the effective support they receive from teaching assistants.

64. Teaching is well planned, based on the guidance of the National Literacy Strategy and incorporates good opportunities for speaking and listening. Teaching support for pupils of different abilities, including those with special educational needs and gifted and talented, is indicated in planning and effective briefing and deployment of support staff contribute positively to pupils' learning. Work in books indicates that pupils are covering the curriculum well. Good opportunities are provided to focus on the development of spelling, punctuation and phonics and the range of writing skills for specific purposes. Pupils transfer these skills to other subjects, for example writing up a science investigation on velocity or using the diary approach to write up a ship's log.

65. Teachers have good subject knowledge and deploy good guided reading and writing strategies, often using electronically-scanned pages from the book shown on the whiteboard to draw pupils' attention to the detail of a text. In Year 2, for example, pupils studied a version of "Puss in Boots" and through discussion about vocabulary choices, punctuation and the structure of the writing were able to explore the layers of meaning which could be inferred from just one sentence. Effective questioning and the development of good prediction skills by teachers allowed pupils to understand the real heart of the story. Such detailed discussions are routinely planned to help pupils write their own stories with confidence. Pupils' developing understanding of how authors construct a particular type of writing in a conventional style, is helping them build up their own writing repertoire with appropriate attention to purpose and audience. This is why standards are improving.

66. The leadership and management of the subject are effective because the development of writing skills has a high focus in the school improvement plan. The curriculum leader does not monitor pupils' achievements, or teaching and learning rigorously enough, although the leadership and management of the school has taken action to help to improve writing standards. The school has analysed its own performance in national tests and identified writing as a key area for development. Strategies to raise standards include a high focus on speaking and listening to support writing development, the good use of information and communication technology and strong links between subjects so that pupils can transfer their literacy skills in other areas of the curriculum. These developments are having a positive impact on standards. Marking is inconsistent in quality.

Most teachers are very positive about pupils' work, but many of the comments do not give pupils pointers for improvement or acknowledge achievement.

Language and literacy across the curriculum

67. The school has a strong focus on speaking and listening across the curriculum and standards in speaking and listening are very good. Pupils are encouraged to work in small groups and pairs to discuss ideas as lessons develop. In this way they are learning grammar as an integral part of speaking, as well as through writing tasks in lessons. Through such speaking and listening activities teachers and support staff can also assess pupils' understanding and intervene to help them make progress. Opportunity for talk is helpful for most pupils, but particularly for those with special educational needs, who develop an understanding of new concepts at their own pace. Speaking and listening opportunities are built into lesson plans in every subject and the use of role-play, drama and group discussion characterised many of the effective lessons seen.

68. The school has a high focus on writing and pupils are encouraged to transfer their literacy skills to other subjects of the curriculum. Pupils therefore have good opportunity to practise non-narrative writing styles suitable for subject-specific purposes. The incorporation of appropriate technical language, which may cause particular difficulties for bi-lingual pupils, even when they are fairly fluent, is introduced with care.

MATHEMATICS

Provision In mathematics is **good**.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 are above the national average.
- The quality of teaching is good so pupils achieve well.
- The subject is well led and managed. Assessment procedures are good and used well.
- Pupils have good attitudes to their work.
- Marking of pupils' work is inconsistent.

Commentary

69. The standards attained in the 2004 tests taken by Year 2 pupils were well above the national average. Pupils currently in Year 2 are working at levels above those found nationally. Year 6 pupils reached standards well above those found nationally in the 2004 tests and the majority of current Year 6 pupils are working at levels above those expected for their age; a small number are working at levels well above those expected. The good quality teaching and the carefully planned curriculum based on the National Numeracy Strategy are major factors in helping pupils achieve well. Those pupils with special educational needs and those with English as an additional language achieve well as they are provided with work carefully tailored to their needs and are well supported by their teachers and teaching assistants.

70. The good standards reached are as a direct result of the good teaching pupils receive as they move through the school. No unsatisfactory teaching was observed. One third of the lessons were very good. In the good and very good lessons teachers have high expectations of their pupils and set work designed to challenge pupils of all abilities. They create a positive working environment and insist on high standards of work and behaviour at all times. This results in pupils learning at a good rate, as they are able to concentrate without interruption. Support assistants are used very effectively to help pupils achieve well. They are well briefed before lessons and give very good support to the pupils they work with, especially those who have special educational needs. Teachers use a variety of teaching methods to help pupils learn more effectively. They encourage pupils to work in groups, pairs, individually and as a whole class in different parts of each lesson. This leads to considerable interaction between pupils and they are able to discuss and clarify their own ideas about the questions asked by the teachers. The interactive whiteboards are also an

effective tool used by teachers to give a strong focus to each lesson, and to present work in an interesting and stimulating manner.

71. The subject overall is well led and managed. Assessments are used well to track individual pupils and monitor their progress. The results of tests, including national, optional and the school's own, are used well to identify areas of strength and those requiring improvement. Action is then taken to improve the provision in such areas. The profile of the subject was successfully raised by a well-attended mathematics evening for parents. They enjoyed learning about the various methods of computation used by the school and felt the evening was a great success. There has been some opportunity for the co-ordinator to monitor teaching and learning in their subject.

72. Pupils respond well to their teachers, are attentive in lessons and are eager to learn. They are proud of their achievements. Pupils enjoy and rise to a challenge. This was clearly seen in a very good Year 4 lesson in which the pupils were finding the missing numbers in 'magic' squares. There was a real buzz of excitement and the pupils were extremely keen to solve the problem. Most pupils present their work neatly in their books and the vast majority successfully complete the work set for them in lessons. Their behaviour in lessons is good and often very good. They are attentive to their teachers and are willing to make useful contributions to discussions.

73. Marking of pupils' work is inconsistent and is not monitored effectively to ensure that all pupils are given useful feedback. Too often marking consists of ticks and a few supportive comments and only occasionally does it give pupils helpful advice on how they can improve their work.

74. There has been a good improvement in mathematics since the last inspection. The school has maintained standards above those found in other schools.

Mathematics across the curriculum

75. The pupils' skills in mathematics are often used in other subjects of the curriculum. Their inclusion is well planned and designed to help pupils make better progress in both mathematics and the other subject involved. Such links are proving useful in making learning more relevant and helping pupils reinforce their skills and understanding. For example, pupils use their mathematics knowledge and skills in science to measure such things as temperature and for drawing graphs of pulse rates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 are above the national average.
- Teaching is good and pupils achieve well.
- The curriculum is of a good quality.
- Pupils' attitudes to their work are good.

Commentary

76. Standards in the 2004 national tests by pupils in Year 6 were well above the national average. This was a considerable improvement on the previous year when standards were very low. However, care must be taken when making such comparisons, as the number of pupils in Year 6 was low in 2004. As a result, slight annual variations in performance are magnified as each pupil carries greater weight when overall standards are calculated. Pupils currently in Year 6 are working at standards above those expected for their age. Standards in Year 2 are also above those expected and pupils are learning well in all aspects of science. The high level of investigational work in all years is having a positive impact on standards as pupils are learning in a more effective

and meaningful way. They are actively encouraged to be skilled and thoughtful scientists through collaborative and co-operative learning.

77. The quality of teaching is good. Lessons are well planned, using good quality resources. For example, in a very good Year 2 lesson the teacher made good use of a range of foodstuffs to demonstrate the effects of heating. A great deal of learning took place in an imaginative and entertaining manner with all pupils thoroughly enjoying investigating what happened when ice or chocolate melted or bread became toast. The level of discussion was very mature and many pupils made very pertinent comments showing a good understanding of how materials can change. Teachers manage their classes well and create a good working atmosphere in which pupils can learn effectively. Relationships are particularly strong and there is a great deal of mutual respect evident in classes. Teachers use information and communication technology resources very well in their lessons. For example, computer-linked microscopes show pupils the difference between sugar crystals and grains of sand, and the interactive whiteboards are used most effectively by teachers to introduce new work and show pupils what they are expected to learn.

78. The science curriculum is well planned to meet the needs of all pupils. It is interesting and based on a high level of pupil involvement. In lessons the pupils are given activities that interest and excite them. When appropriate, useful links are made with other subjects. For instance, when the Year 5 pupils were finding out about food they investigated the causes of scurvy and this was linked to their history work on exploration. It also made a good contribution to literacy studies as pupils wrote a ship's log about the effects of the condition on the sailors.

79. Pupils throughout the school respond well to the opportunities they are given to learn science. It was wonderful to see the Year 4 pupils sinking to the floor as one when their teacher asked them to show how a liquid behaved compared to a solid. Their reaction took the teacher by surprise as they were only expected to move apart. They showed a greater understanding of the phenomena than would be usual for their age. Pupils have a good attitude to their work and present their findings neatly and accurately. They are eager learners and work together on investigations in a responsible manner. They support each other, share resources fairly and sensibly discuss their work and findings. Pupils are proud of their achievements.

80. There has been a good improvement in the provision since the last inspection. More able pupils are now constantly challenged in their work. The use of information and communication technology in science lessons is now a normal part of learning as it is included on a regular basis.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses:

- There are good opportunities to use information and communication technology across the curriculum, which enhance learning in other subjects.

Commentary

81. Pupils, including those with special educational needs and those from an ethnic minority background, achieve standards which are in line with expected levels for their age by the end of Year 2 and Year 6. By the age of seven most pupils can carry out basic operations successfully and with confidence. For example, they can load and save their work, type words and sentences and insert capital letters. In Year 6 pupils were observed using an interactive programme confidently to construct an angle and measure it accurately with a protractor. Higher attaining pupils built on their knowledge of angle rotation to move a car across a grid giving specific directions. Such active involvement in learning is characteristic of the lessons observed and helps pupils achieve well.

82. Teaching is good overall, reflecting most teachers' confidence and command of the subject. In dedicated lessons teachers demonstrated good knowledge of information and communication technology and its applications, enabling them to make good use of the resources.

The subject is used well to teach subject skills as well as knowledge in other curriculum areas. For example, in a lesson where pupils were using simulations to find out about life in Roman times, the focus was on historical detail as well as the information and communication processes they were learning to use.

83. Teachers make effective use of information and communication technology to demonstrate and explain new ideas and to bring the curriculum alive. For example, in a history lesson pupils used the Internet to research “toys past and present” and in a mathematics lesson used a programme to allow them to construct an angle and measure it by reading a protractor. This practical application helped pupils understand the important mathematical concept of angle rotation. Planning indicates that pupils experience one dedicated information and communication technology skills lesson and two opportunities a week to use it in other areas of the curriculum.

Information and communication technology across the curriculum

84. The school has invested in a wide range of resources which are used very well to support teaching across the curriculum. Activities in lessons use pupils’ skills and previous knowledge to increase their learning in a wide range of subjects.

HUMANITIES

85. One lesson was seen in geography and one in history so it is not possible to give an overall judgement about the quality of the provision. School plans were studied and pupils’ work in books and displays was looked at.

86. **Geography** is taught regularly with an appropriate emphasis on geographical skills. Maps are used in displays to help pupils learn about their world and gain some understanding of scale and direction. Year 1 pupils study the local area and draw plans showing their route to school. In the good lesson seen pupils were reinforcing their understanding of the area, identifying safe places to play and following the route of their recent walk. The teacher used the interactive whiteboard most effectively to show photographs taken on the walk. Barnaby and his cousin Basil Bear are used to great effect to help pupils in Years 1 and 2 gain an understanding of where various countries are located. The bears travel extensively and send postcards back to the school from a wide variety of countries. Many pupils follow their exploits with interest. Year 4 pupils study world communications and plan a journey to a foreign country such as India. As pupils move through the school they build systematically on their knowledge and skills. Understanding of world geography is particularly good as in all years the pupils regularly find out from maps where various events took place.

87. In **history** pupils develop a good chronological understanding, and an awareness of when events happened in relation to each other. Good historical enquiry skills are encouraged throughout the school. For example, in the very good Year 2 lesson the pupils used their knowledge of past and present to explain the differences between how people lived during the Great Fire of London and how we live now. They also used their scientific knowledge of the properties of materials to suggest why the fire spread so quickly. The use of time lines helps pupils to place events in order and gain some insight into how long ago a particular event occurred. Year 3 pupils find out about various aspects of life in Ancient Egypt and research independently how the Romans lived in Britain. In Year 5 the pupils research life in Tudor times to a good depth. They use the Internet as well as books to find out information, and are totally absorbed by the period. They are able to use a variety of sources to draw their own conclusions and to raise questions that form the basis of the next piece of their research. By the time pupils leave the school, they have built up a good body of knowledge, as well as an understanding of how events in history have a relevance to our lives today.

88. The co-ordinator for history and geography has not had sufficient opportunities to monitor teaching, learning or work in their subjects.

RELIGIOUS EDUCATION

Provision is **good**.

Main strengths and weaknesses

- Teaching is imaginative and positively supports pupils' learning.

Commentary

89. The school has a detailed scheme of work which meets the requirements of the locally agreed syllabus and brings good breadth to pupils' learning. Standards of work achieved are broadly in line with those identified in the locally agreed syllabus and this is a similar picture to the last inspection. Work in books and in lessons indicates that each area of the curriculum is being taught well. Pupils have good opportunities for speaking and listening, allowing them to draw on their own experiences as they are introduced to new ideas. For example, one pupil's knowledge of his parents' pilgrimage to Mecca as part of their religious observance was shared with the rest of the class. In another lesson, pupils' understanding of symbols in everyday life was drawn on when they spoke about the way Christ used symbols to describe Himself as the Good Shepherd, the Bread of Life and the Light of the World. Pupils' discussions showed that they were building on what they already knew about Jesus to understand the symbolic references.

90. Teaching and learning are good and pupils achieve well because of the imaginative way new ideas are presented in lessons. For example, in a very good lesson in Year 4 strong links were made between geography, literacy and information and communication technology in the pupils' study of Hinduism. These links brought greater meaning to their new learning. Pupils discussed Durga, the Warrior Goddess, looking at projected images to help them understand the characteristics of the Hindu gods. Good questioning by the teacher and scrutiny of images of the shrine figures helped pupils to understand why she is powerful and the aspects of Hindu deities that she represents. This work made good links to pupils' personal and social development as they considered the characteristics of their own behaviour which Durga would encourage as well as those she would condemn.

91. Leadership and management are good. The co-ordinator has planned teaching strategies for each unit of work, including enhanced opportunities for speaking and listening and strong information and communication technology links. Resources for each unit of work are being built up to help pupils come to know about sacred writings, artefacts and buildings for worship of each religion studied. The agreed syllabus places a strong emphasis on pupils' personal experience to build up awareness of how there are features common to the major religions. For example, special clothes and food for special occasions, visiting family and friends at particular times of the year and guidance on how to behave well from the Holy Q'uran as well as from the commandments in the Bible. The development of a positive attitude to the values and beliefs of all faiths is realised through imaginative teaching, including the use of role-play, discussions and simulations. This is particularly important in a multi-faith school. Celebrations in the different faith calendars are brought into the assembly programme, for example Diwali, Eid, Hanukkah, Christmas and Easter. Currently the co-ordinator is working on an assessment programme which will allow teachers to record progress and report to parents in more detail.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Art and design, design and technology and physical education subjects were only sampled and so judgements have not been made on provision.

93. Standards in **art and design** are in line with national expectations by Year 2 and Year 6. This is similar to standards at the time of the last inspection. Pupils achieve well and are offered a variety of experiences to learn, develop and display skills using a wide range of media such as sketching, painting, three dimensional work and opportunities to try working in the style of other artists. Art is linked very well to work in other subjects. The school has had successful 'theme weeks' in which art has featured prominently and has been enjoyed by pupils, parents and staff. There is a creative club which is popular and well attended and pupils have the opportunity to extend their creative skills at this time. No lessons were seen in **design and technology**. Examples of pupils' work from photographs show that they have opportunities to work in clay and produce three dimensional works. However, there is little opportunity for pupils to evaluate their work and decide how the items could be improved.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Standards in music, particularly singing, are good.
- Teaching is good and pupils achieve well.
- A good quality curriculum and the extra-curricular provision contribute well to pupils' learning.
- The choir is very good indeed.

Commentary

94. Pupils reach good standards in music by the time they leave the school. All become skilled singers and perform tunefully and with sensitivity in concerts and assemblies. Around a third of the school play a tuned instrument and these pupils also perform in assemblies and to parents and carers in concerts. They perform to a good standard and are able to read standard notation. The school concerts and productions are of a high standard and are much enjoyed by both pupils and their parents and carers.

95. Teaching by a skilled and talented specialist music teacher is good with one lesson seen being very good. Pupils respond well to the good teaching and the majority try their hardest to succeed in the tasks set for them. Planning is good and the work is at a suitable level for the abilities of the pupils. The visiting music teachers are also good and the pupils learn at a good rate. A group of new clarinet players from Year 4 were observed both playing and reading music to a good standard, considering the short time they had been learning.

96. The music curriculum is of a good quality and all aspects of the subject are taught throughout the year. Lessons are of a suitable length for a theme to be developed and to allow pupils to have sufficient 'hands on' time with instruments to successfully develop their skills. The extra-curricular music is very good and pupils have opportunities to play in the school orchestra and sing in the choir. The choir is very good indeed and last year competed with distinction in the local music festival to the credit of the school. A good range of visiting music teachers take groups each week and the instruments available for pupils to learn include recorder, flute, violin, clarinet, keyboard and brass instruments.

97. Music by famous composers and music from other lands is included in the music curriculum but the opportunity to help all pupils learn more about these is limited. For example, music is not often played to pupils as they enter and leave the hall for assemblies so that they become familiar with a range of composers, styles and instruments.

98. **Physical education** was not a focus of this inspection and only one lesson was observed. Evidence from scrutiny of curriculum documentation indicates that all aspects of the subject are taught throughout the school. Extra-curricular sporting activities are also planned. Pupils in Years 5 and 6 have swimming lessons and most achieve the statutory minimum skill of a 25-metre swim. In the one Year 6 games lesson observed, pupils achieved expected levels in throwing and catching a ball with control, developing their skills further by moving across the hall. More could have been achieved in this lesson if the teachers' expectations for behaviour had been higher.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- Pupils have regular opportunities to discuss personal and social issues in weekly discussion sessions entitled Circle Time and through the assembly programme.
- Strong relationships between staff and pupils enhance their learning and are highly motivating.

Commentary

99. There are weekly opportunities for pupils to discuss relevant issues such as friendship, the impact of actions on others and hurt feelings. In the week of inspection an assembly focus on anger was followed up in a Year 2 circle time, where pupils discussed when they felt angry and how they dealt with this emotion. They gave thoughtful responses, recognising anger as a negative emotion which can leave an individual distressed and a problem unresolved. Staff encouraged pupils to seek support when feeling anger. One explained to his friends, "It's no good having anger inside all day." The teacher's sensitive response helped one pupil to understand that anger, because a vet had put down his pet, was understandable, but that his action was necessary to relieve the pet's suffering.

100. Staff have very good relationships with pupils, which allow them to discuss difficult experiences and ideas with confidence. Teachers share personal experiences with pupils and through these build up strong relationships which enhance learning. For example, in a Year 6 lesson the teacher helped pupils understand that value is not always measured in monetary terms. He spoke of his personal experience of travelling and showed pupils a range of ordinary objects which were precious to him, a photograph and a passport. Such personal insights engaged pupils' attention and were highly motivating.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| 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 | 4 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |

| | |
|---------------------------------------------------------------|----------|
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 4 |
| 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 | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |

| | |
|----------------------------------------------------|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 4 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 3 |

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