

INSPECTION REPORT

BOUSFIELD PRIMARY SCHOOL

South Bolton Gardens

LEA area: Royal Borough of Kensington and Chelsea

Unique reference number: 100480

Headteacher: Miss Connie Cooling

Lead inspector: Tusha Chakraborti

Dates of inspection: 7-10 February 2005

Inspection number: 266467

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 years
Gender of pupils:	Mixed
Number on roll:	423
School address:	South Bolton Gardens London
Postcode:	SW5 0DJ
Telephone number:	020 7373 6544
Fax number:	020 7373 8894
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. C. Blewett
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

Bousfield Primary is a very popular oversubscribed school and serves an economically diverse, multi-cultural community. It is larger than most primary schools and is situated in a residential area in the Royal Borough of Kensington and Chelsea. Currently, there are 423 full-time children on roll aged three to eleven. The school has a very high proportion of children, some 52 per cent, who speak English as an additional language and there are 31 per cent of children at the early stages of learning English. The children come from a wide range of ethnic backgrounds. The majority are White British. The largest ethnic groups are from white / any other white backgrounds and the rest are from other minority ethnic backgrounds. There are 74 refugees but no traveller children. There are currently over 35 languages spoken by pupils. The main languages other than English, are French, Arabic and Urdu. Pupil mobility presents a challenge for the school. Inward mobility is very much higher than the national average between Year 3 and Year 6. 48 pupils joined the school and 76 left in the last school year. The percentage of children identified as having special educational needs, including those with statements of special educational needs, is below the national average. They have a wide range of special needs. The percentage of children known to be eligible for free school meals is above the national average. Children's attainment on entry into the nursery is below average. The school was awarded Beacon status in 2001 because of its high achievement. It has received three consecutive school achievement awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	Art and design Foundation Stage English as an additional language
9502	Rosalind Hall	Lay inspector	
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Physical education Special educational needs
16405	Keith Sadler	Team inspector	English Music
33783	Sandy Ewing	Team inspector	Science and technology Design Geography History 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 inspection 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	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school that gives very good value for money. Standards are well above the national average by the end of Year 6 and pupils across the school achieve very well. This is because of the very good quality of teaching and a high level of support for pupils from all staff. Overall leadership, management and governance are very good, while the leadership of the headteacher is excellent. The excellent ethos in the school enables pupils to develop very positive attitudes to learning and to behave very well.

The school's main strengths and weaknesses

- Standards are well above average in English, mathematics and science at the end of Year 6 and in mathematics at the end of Year 2.
- Very good teaching means high standards of achievement across the school.
- Provision for the Foundation Stage is very good and children develop very good independent learning skills.
- Provision for pupils with English as an additional language, those with special educational needs and more able pupils is very good so that all pupils achieve as well as they can.
- The leadership, management and governance are very good overall. The headteacher provides excellent leadership, creating very effective teamwork that brings about improvement in all areas of the school's work.
- The ethos in the school is excellent and underpins the excellent relationships from nursery to Year 6. It fosters the full inclusion of all pupils and instils in them a real desire to learn and to support each other.
- The curriculum is very good. It is evaluated very effectively to assess its impact on pupils' learning and standards of achievement.

Improvement since the last inspection in 1999 is very good. The school has addressed the key issues very successfully and continues to strive for high standards in all aspects of its work. Curriculum planning and its management are now very good because of consistent monitoring and the high quality of teaching. Lesson planning in all subjects is now firmly based on appropriate schemes of work. This ensures that pupils develop very good understanding, knowledge and skills across the curriculum. As a result, standards have improved further for all age groups. The arrangements for pupils' welfare and safety are very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	A	A
mathematics	A	A	A	A*
science	A	A	A	A*

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

Pupils' achievement across the age range is **very good**. As seen in the table above, at the end of Year 6, pupils reached well-above-average standards in the national tests in 2004 in all three subjects compared to pupils in all schools. In comparison with similar schools standards are very good in English and very high in mathematics and science. The trend in improvement over time is above the national average at the end of Year 6. In the current Year 2, standards are above average in reading, writing and science and well above average in mathematics. Standards in reading have improved a great deal since the last inspection when they were average. Pupils in the current Year 6 are reaching standards that are well above the national average in English, mathematics and science. Standards in information and communication technology and music are

above average. Children enter the nursery with below average levels of attainment and achieve very well during their stay in the Foundation Stage. As a result, by the end of Reception, most children are likely to reach the early learning goals in each area of learning, with some children doing even better. Most children are likely to exceed the targets set for them in mathematical and personal, social, emotional development, knowledge and understanding of the world and creative development. Boys and girls achieve similar standards as do pupils from different ethnic minority backgrounds and those who speak English as an additional language. Pupils with special educational needs also achieve very well.

Pupils' personal development is **very good**. It is supported very effectively by the very good provision overall for their spiritual, moral and social and cultural development. Pupils behave very well and like to help others. Relationships between pupils and adults and amongst pupils themselves are excellent and help them to develop confidence and self-esteem. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education is **very good**. The quality of teaching and learning is **very good**. Some examples of excellent teaching were observed. Teachers have very good subject knowledge and are skilled at making lessons interesting so that pupils enjoy learning. They make excellent use of resources and, as a result, pupils' capacity to work independently and collaboratively is also excellent. Teachers are very successful indeed in promoting very good learning by engaging pupils very effectively in their work during whole class discussions and group or pair work. Very effective support from the specialist teachers for pupils with English as an additional language ensures that these pupils make very good progress in their English language acquisition in all areas of the curriculum. Across the school, teachers and support staff have very high expectations of what pupils are able to do and challenge them very well. Support staff are very well trained to teach and they support the targeted pupils very effectively. Very good assessment systems in English, mathematics and science are used very well to evaluate and track pupils' progress in these subjects. The support for pupils with special educational needs is also very effective and staff ensure that all pupils have equal opportunities to learn. Marking of pupils' work is thorough and guides pupils well to improve their work. The curriculum is broad, balanced and enriched very well by a very good range of extra-curricular activities. Pupils are very well cared for and feel confident to ask for help when necessary. The very good links with parents and the local community have ensured very effective links between home, school and the community. Links with other schools and colleges are good. The accommodation and resources are also good.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **very good**. The headteacher provides outstanding leadership and is committed to ensuring the highest possible achievement in all areas of the school's work. She is supported very effectively by the deputy headteacher, senior staff and the governors. Staff work together very well as a team and are clear about their individual roles in the school's improvement. They are supported very well in their own professional development. The governors also fulfil their roles very well and have a significant impact on school developments. High quality financial management ensures that the school runs smoothly and makes really effective use of its funds. The school development plan is a very good document that identifies clearly what the school needs to do to sustain high standards and improve further.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and hold it in very high regard. They are right to believe that it is very inclusive and that their children are treated fairly. Parents really appreciate the commitment of the headteacher and the staff and are very happy with the quality of education provided. They are pleased with information they receive about their children's progress and believe that the school enables their children to achieve well. Pupils are very proud of their school and have very positive views. They enjoy school and are keen to do their best because they know their views will be listened to and acted on.

IMPROVEMENTS NEEDED

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

- implement the areas for further improvement shown in the school development plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Due to the high quality provision, pupils across the school achieve very well. Children in the Foundation Stage achieve very well. Continued very good progress means that standards at the end of Year 6 are very good in English, mathematics and science compared to all schools and very high in comparison to similar schools.

Main strengths and weaknesses

- Children make a very good start to their school life in the Foundation Stage.
- Standards are well above the national average at the end of Year 6.
- In all year groups, pupils achieve very well.
- Pupils with English as an additional language and who are also at an early stage of English language acquisition achieve very well.
- Pupils with special educational needs also achieve very well.

Commentary

1. Children enter the nursery with below average levels of attainment and achieve very well during their stay in the Foundation Stage. A high proportion of children speak English as an additional language and many of these are at a very early stage of learning English. Due to the very good teaching, these children make very good progress in English language acquisition. As a result, by the time they leave the Reception year, most are likely to exceed the expected targets set for them in mathematical and personal, social and emotional development, knowledge and understanding of the world and creative development. In language, literacy and communication and in physical development, they are likely to reach the expected standards, with some children doing even better.

2. In the national tests for pupils in Year 2 standards in recent years have been around the national average in comparison with all schools nationally and, for the past two years, well above average in reading, writing and mathematics in comparison with similar schools. Inspection findings show that standards have improved and they are now higher than those in the 2004 national tests. In Year 2, currently pupils are on course to attain above average standards in reading and writing and well above average standards in mathematics.

3. National test results for Year 6 are significant strengths of the school and are confirmed by inspection findings. For the past four years, standards in mathematics and science have been well above the national average in relation to all schools and generally in the highest five per-cent nationally in comparison with similar schools. Standards in English rose in the 2004 national tests and were well above average, in line with the results of mathematics and science. Standards in the current Year 6 are well above average in all three subjects. This is due to high quality teaching throughout the junior years, which includes teachers' use of a rich variety of methods to enhance pupils' learning. Pupils who are at an early stage of learning English become competent in speaking, reading and writing English as they move up the school because of the very good provision made for them. These factors have a very positive impact on pupils' achievement so that by the time they reach Year 6, they show substantial improvement in their standards in relation to their prior attainment at the end of Year 2. In information and communication technology and music, standards are above national expectations.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.1 (15.8)	15.8 (15.7)
writing	15.2 (14.9)	14.6 (14.6)
mathematics	17.2 (16.8)	16.2 (16.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.4 (28.0)	26.9 (26.8)
mathematics	28.7 (29.4)	27.0 (26.8)
science	30.5 (31.0)	28.6 (28.6)

There were 52 pupils in the year group. Figures in brackets are for the previous year

4. Pupils with special educational needs achieve very well. Nearly all these pupils reach the nationally expected standard in English, mathematics and science by the time they leave the school. Older pupils in Years 5 and 6 are involved in a target setting process so that they know very well what they have to do to improve. The school caters very well for more able pupils. They achieve really high standards because lessons include tasks offering them additional challenge. Boys and girls achieve similar standards as do pupils from different ethnic minority backgrounds.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are very positive and they enjoy their time at school fully. The school fosters a very positive work ethic and nurtures the self-esteem of pupils very well. The provision for pupils' personal development is very good.

Main strengths and weaknesses

- Pupils' interest in school life is excellent. They are highly motivated to achieve their best.
- Pupils are very confident to try new tasks.
- Relationships between pupils are highly supportive and result in an environment where all learn as a team
- The school's provision for personal development is very good and as a result pupils are very well behaved, thoughtful and value their cultural differences.

Commentary

5. Pupils like coming to school and arrive on time. They are excited by what they learn in lessons. Behaviour is very good throughout the school day. Pupils settle down to their work quickly and concentrate and persevere very well. They enjoy a challenge and understand what is expected of them. There have been no exclusions since 2002.

6. There is an excellent and consistent approach to behaviour management that centres on learning. The very positive learning atmosphere in classrooms enables pupils to become very confident. They always have a go at new challenging tasks, and ask for help and support from their peers or an adult if they need it. High standards of work or effort are recognised at weekly assemblies. The very rare incidents of inappropriate behaviour are dealt with effectively and monitored carefully. Pupils have excellent relationships with each other and with adults. New arrivals receive a warm welcome, which helps them settle quickly into school routines.

7. Pupils take their work and the roles they have within the school seriously. For example, those who have been elected to the school council are keen to canvass their peers for their views about fundraising schemes. The school makes very good provision for the spiritual, moral, social and cultural development of its pupils. A well-planned assembly programme supports spiritual development. Teachers make use of opportunities within the curriculum to develop this further such as when a box of artefacts, jewellery, shells, and toys arrived in the Year 4 class from India. Also, in an assembly, pupils spent time reflecting on the need to seek forgiveness and self-denial through fasting during Lent or Ramadan.

8. Moral development is very good. Members of each class sign up to an agreed Class Code for 'Effective Learning' and these are referred to regularly and motivate pupils well as they adhere to them. Provision for social development is very good; there are plenty of opportunities for pupils to work collaboratively in pairs or groups especially when planning a science experiment. Pupils are very aware of those less fortunate than themselves and their charity work is a key feature of the school. As a result of the work done in citizenship, religious education, geography and 'One World Week,' pupils gained a high level of understanding of other cultures. For example, during 'One World Week' a Swedish parent did a cookery demonstration and spoke only in Swedish throughout to give the children an idea of what it must be like for pupils to be in a lesson when they do not understand the language. A carefully planned programme of local visits and visitors supports pupils' understanding of the cultures within the school community very well.

9. Children in the Foundation Stage behave very well and play harmoniously. They share their experiences with peers and adults and develop sensitivity to the needs of others. The very positive learning environment enables children in the nursery and Reception to develop a sense of belonging and to feel safe.

9. Attendance has improved over the past few years and is now satisfactory. The school has worked very hard to ensure that parents are aware of the benefits of regular attendance and monitors registers rigorously. Pupils arrive punctually so that the school day gets underway promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
National data	5.1	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 is very good as a result of the very good teaching and the way pupils are supported and guided. The curriculum is also very good, with very good provision to extend pupils' learning beyond the classroom. All pupils are given equal access to all areas of the curriculum and this ensures that they benefit really well from the education programme that the school provides. The provision for pupils' care, welfare, health and safety is very good. The partnerships with parents and the community are also very good.

Teaching and learning

Teaching is very good, leading to very good learning. More than half the lessons observed were very good or better, as shown in the table below. Assessment in the Foundation Stage and in English, mathematics and science in Years 1 to 6 is very good. The quality of teaching has improved further since the last inspection when it was good.

Main strengths and weaknesses

- The very carefully planned assessment activities in the Foundation Stage ensure very good achievement for all children.
- Teachers' subject knowledge is very good and they build very well on pupils' prior learning.
- Teachers plan very well, taking very good account of the learning needs of all pupils.
- Teachers make excellent use of resources, engaging pupils very effectively in activities and in developing very good independent learning skills.
- Excellent relationships and classroom management skills enable pupils to learn in a very positive learning atmosphere where they develop high levels of self-esteem and confidence.
- Teaching assistants are used very effectively to support pupils from all backgrounds or abilities so they are fully included in lessons.
- The teaching of pupils with special educational needs, those with English as an additional language and more able pupils is very effective.
- The assessment system for English, mathematics and science is very good and it is used very well to plan effectively.

Commentary

Summary of teaching observed during the inspection in 59 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (10%)	35 (59%)	16 (28%)	2 (3%)	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.

10. Teaching in the Foundation Stage is very good and promotes very good levels of achievement. Extensive ongoing assessment information is used very well for planning. Teachers and support staff work very effectively with one another to plan, taking good account of children's own interests and making sure that the next steps in learning are known to all involved. Planning also extends very usefully across the classes, with nursery and Reception teachers meeting regularly to compare notes and to ensure that everyone has a clear picture of how children progress. Relationships are very good and promote children's social competence very well, helping them to share their experiences with peers and staff. Support staff make a very valuable contribution to children's achievements.

11. In Years 1 to 6, teachers have very good subject knowledge and their planning for the longer term as well as for lessons is detailed and very effective. They are very well supported by appropriate schemes of work in all subjects. A very good range of interesting and challenging activities helps pupils to concentrate on what they are doing. This was seen in a guided reading lesson in Year 6 where pupils were introduced to a range of challenging texts to promote very good understanding of different genres. They also debated the effects of discrimination on certain sections of society, such as girls playing football. The recommended structures of the national strategies for teaching English and mathematics are used very well to ensure a very good pace to pupils' learning. Teachers review previous work and use very good questioning techniques to establish a common level of understanding on which to build new learning. At the end of sessions, teachers check pupils' understanding and use this to assess what needs to be covered in the next session. This sequence is well established and is used as ongoing assessment and evaluation of lessons. For example, in a Year 2 lesson in mathematics, the teacher built very effectively on pupils' learning from the previous lesson through skilful questioning and planning. This ensured that pupils made very good progress in collecting and recording data.

Example of outstanding practice

Excellent teaching was demonstrated in a Year 6 class during an investigation of the process of dissolving so that all pupils made excellent progress.

Highly effective planning and teamwork between the class teacher, the support teacher and the teaching assistant ensured a high level of achievement for all pupils. Both teachers were fully aware of the learning needs of the pupils who spoke English as an additional language. Their joint planning and support strategies reflected the very effective teaching methods they adopted to ensure these pupils enjoyed success in this practical activity. The experienced teaching assistant was very skilful and effective in supporting the targeted pupils. Teachers used strategies that built on previous learning. They used pupils' findings from the previous day's work when planning their investigation to hold a very lively and stimulating discussion. Group and paired talk (known as 'chatterboxing' in school) was exploited well. There was an ethos of praise, high expectation and challenge, backed up by excellent relationships and behaviour management strategies. Tasks for the more able and those with special educational needs were very well matched to abilities. All pupils participated, enthusiastically and with a high level of concentration. Throughout the session, pupils showed very good independent thinking and writing skills, applying themselves to a challenge with a deep sense of enjoyment and satisfaction. It was an empowering experience for learners. By the end of the session all pupils had gained very good understanding of how to speed up the process of dissolving different substances in water.

12. Teachers make excellent use of resources such as the interactive whiteboard, big books, different texts, posters, tools and equipment to capture pupils' interest in their learning and promote very good understanding of what is taught. This was evident in many lessons where the use of resources led to very good development of pupils' independent learning skills. Pupils used the resources appropriately to extend their learning, individually or in groups. For example, very effective use of maps in a Year 5 geography lesson led to pupils acquiring very good map reading skills. In an information and communication technology lesson in Year 3, very efficient use of an interactive whiteboard and computers meant that pupils were very successful in manipulating images on the screen, using appropriate tools and colours included in the software. Teachers use their teaching assistants particularly well. They include them in lesson plans and fully brief them before each lesson.

13. Teachers have built up excellent relationships with their pupils, making them enthusiastic learners who are eager to do their very best. Their classroom management skills are excellent too. They have very high expectations of what pupils can achieve in both work and in behaviour and ensure that pupils are aware of what is expected of them. As a result, they develop high self-esteem and are very confident in responding to the challenges set. Staff treat their pupils fairly and respectfully and value their work and contributions in class. In some lessons, for example in science, where great care needs to be taken with resources, pupils behave with good self-control and work really well.

14. The school's assessment procedures are very good in the core subjects and are developing well in other subjects. Teachers use careful, challenging questioning in lessons to assess exactly what their pupils know. They use this information very well to plan work closely matched to individual needs, especially in English, mathematics and science. Precise individual targets are set for each individual. Pupils are encouraged to evaluate their own progress against the set targets and achieve them as quickly as they can. Pupils' work is marked regularly and teachers' comments are often positive, encouraging and give a clear idea of how work could be improved.

15. Pupils with English as an additional language, those with special educational needs and more able pupils are taught very well through a very well organised support system that is well established in school. It is monitored very efficiently to check its effectiveness. Excellent relationships and the trust pupils have in their teachers and those who support them, motivate pupils really well so that they are fully involved in lessons and confident in their work.

16. Pupils who speak English as an additional language receive very good support from specialist teachers and teaching assistants. Teachers maximise the opportunities for these pupils to participate in all activities, often in small groups supported by a skilled teaching assistant. Those

at the early stages of learning English are supported very well both in class and in small groups. More able pupils are challenged very effectively so they reach very high standards. Work for pupils with special educational needs is very well planned at a suitable level to help them make very good progress. Support staff, including teaching assistants and bilingual instructors, are well trained and teach groups and individuals who need support in basic numeracy and literacy work, sometimes through their home language. This is an obvious benefit to all groups of pupils and helps the school achieve its aim of providing equality of opportunity for all.

The curriculum

The curriculum is very good. It is broad, balanced and enriched very well to ensure that all groups of pupils have the opportunity to learn and make very good progress. Accommodation and resources are good.

Main strengths and weaknesses

- An outstanding, innovative approach to curriculum development promotes high levels of achievement.
- Curricular provision for pupils with special educational needs, for those learning English as an additional language and more able pupils is very good.
- The curriculum is enriched very well by making use of a wide range of visitors to the school and visits for pupils.
- Staff make very good use of the good range of educational resources, particularly the interactive whiteboards, to enhance the quality of pupils' learning.

Commentary

17. The school provides a broad range of very good curricular opportunities for all its pupils. All subjects of the national curriculum and the locally agreed syllabus for religious education are taught. Curricular provision for pupils who speak English as an additional language and for those with special educational needs is very good. The school ensures that all these pupils are included in all aspects of the curriculum by providing well targeted support and carefully written individual education plans. In addition, the curricular provision for more able pupils has been strengthened to ensure that these pupils' needs are met. A good range of activities, including working with scientists in the chemistry department of Imperial College, mathematics master classes, chess, word clubs and instrumental recorder tuition have addressed these pupils' needs. In addition, staff ensure that they plan class work to make sure that the provision is sufficiently challenging for the most able pupils.

18. Strong cross-curricular links and specialist teaching in some subjects enhances the school's provision very well. There are many examples of this including links between science and English in Year 2 where pupils were learning about writing flow charts to make *ice balloons*. In addition, the school focuses on particular subjects for week-long periods. For example, a whole school religious education week results in strong curriculum links between religious education, art and design, English and design and technology. This promotes high levels of knowledge, skills and understanding in each subject.

19. The school's level of innovation in the curriculum to enhance pupils' learning skills is excellent. As a result of extensive monitoring and evaluation, staff have made useful and well-founded adaptations to national guidelines. Excellent adjustments to both National Literacy and Numeracy materials have been made to raise standards and improve the quality of teaching and learning. Science, history and geography lesson plans also have been adjusted to ensure that staff focus on making sure that pupils' skills in these, and other subjects, are built up and developed very effectively.

20. The school uses a variety of activities to enrich pupils' experiences. All classes make educational visits to places of interest, with most having at least four visits each year. These

include trips to many galleries, museums, theatres and to the local cemetery. In addition, many theatre and music groups visit the school. Residential visits provide opportunities for adventure activities and also to enhance social skills. There is a very good range of extra-curricular activities which includes a wide range of sports and arts opportunities.

21. Pupils are well prepared for moving through the school and also on to secondary school. The very good provision for the pupils' personal, social and health education includes a useful module on preparing for secondary education.

22. There is a good number of teaching staff including specialists for music, dance, special educational needs and for pupils who speak English as an additional language. All these staff make a very good contribution to the standards achieved. The accommodation is good and the school benefits from having two halls, a separate dining room and an extensive library facility. Resources for learning are good. In particular each classroom has an interactive whiteboard. Staff make excellent use of these resources to enliven pupils' learning in most subjects.

23. The curriculum provides very well for pupils with special educational needs. Pupils are given full access to the curriculum and are very well supported by their teachers and teaching assistants. Occasionally, some pupils are withdrawn from lessons for additional learning support. Wherever possible the work they do mirrors that of their class. If this is not possible then care is taken to ensure that the benefits they receive from this extra help are matched to their precise needs.

Care, guidance and support

Arrangements to ensure pupils' care, welfare and health and safety are very effective and have been improved since the last inspection. The pastoral care of pupils is very good and focuses on supporting their academic achievement. Through the work of the school council pupils are formally involved in the school's work.

Main strengths and weaknesses

- The procedures to ensure that pupils work in a healthy and safe environment are very good.
- Pupils have excellent relationships with all who work in the school and this ensures they are settled and secure and, as a result, receptive to learning.
- Induction arrangements for pupils whenever they start at the school are very effective.
- The school council is effective in giving pupils a role in running the school.

24. A comprehensive health and safety policy and the procedures for risk assessments are in place. The issues raised at the time of the last inspection have been addressed. There is appropriate coverage for First Aid and detailed records are kept of any accidents. Child Protection procedures are now clear to all staff and staff are updated annually about these arrangements.

25. A feature of the school is the excellent relationships that exist between pupils and adults. Adults listen carefully to individuals and respect their views; they act as excellent role models. The school runs smoothly and calmly and as a result pupils are able to focus on their learning. Pupils who are experiencing difficulties with their learning or their behaviour are supported very well. Extra support, such as the volunteers who read or play mathematics games with pupils at lunchtime, is targeted well to support learning. Personal, social and health education and the 'Circle Time' sessions enhance the pastoral work of the school very well. Lunchtimes and playtimes are supervised really well and the school has employed play leaders to make lunchtime more fun.

26. Induction procedures into the nursery are very good; each child is visited at home before starting school and time is taken to ensure that children settle in well. Reception children are invited to a tea party with their parents before commencing and the school meets with parents on an individual basis a few weeks into the child's first term to let them know how their child is settling in. Induction arrangements for mid term arrivals are also very effective. The inclusion team, who assist

pupils with English as an additional language and those with special educational needs, supports them very efficiently.

27. Procedures for conducting the school council activities are well established. Pupils wishing to stand for the school council have to present a manifesto to their class before a vote is taken. The council meets weekly and discusses issues such as fundraising and playground improvements. It reports back to class councils on the issues raised and action taken.

28. Pupils who speak English as an additional language and those with special educational needs are very effectively tracked to monitor their progress and to ensure that they are achieving as well as they can. The individual education plans for pupils with special educational needs are well written. Liaison with outside agencies is particularly strong and the school makes great efforts to ensure that pupils receive as high a level of care as possible. The five statemented pupils in the school receive not only their full entitlement as outlined in their statements of educational need but additional support provided by the school.

Partnership with parents, other schools and the community

The relationship the school has developed with parents and the support it receives from them are very effective in supporting pupils' learning. The school has established very good links with the local community and good links with other schools and colleges. These broaden the experience of pupils and add to the professional development of staff.

Main strengths and weaknesses

- The school provides very good information about the curriculum taught and the progress individual children make.
- There is a high level of parental involvement in the daily life of the school and in their own children's education.
- The school makes very effective use of the local community to support and enrich the curriculum.

Commentary

29. Parents receive very good information about the life of the school, and the curriculum through a detailed prospectus, regular newsletters and termly curriculum booklets. There are formal parent teacher consultations each term and meetings to discuss the curriculum, including specific aspects such as creativity in writing or practical mathematics. All meetings are well attended. A detailed annual report gives parents a good understanding of the progress of their children and outlines areas for development.

30. There is plenty of informal contact as parents collect their children from the classrooms at the end of the day and the headteacher is often available to speak to them in the playground at this time. The governors have introduced a regular *Governor Question Time* when they are able to answer queries and concerns raised by parents.

31. Parents take a very active role in the education of their children by encouraging them to complete homework, which has a positive effect on the standards achieved. They also accompany school trips and many help in school, hearing children read, assisting with cookery and curriculum weeks. The Friends of Bousfield is well supported in its fundraising events that include quiz nights, cake sales and discos. The money raised subsidises school trips and has provided attractive reading corners in classrooms.

32. Parents are very well supported through the secondary school selection process. The school holds a general meeting about this for Year 5 and 6 parents at the start of September and the headteacher meets with each Year 6 pupil's parents on an individual basis to offer further advice. The current relationships with secondary schools assist transfers well.

33. As a Beacon school very good links have been established with other primary schools and these have continued with training and mentoring opportunities for teachers to raise their skills. The school takes part in many curriculum development initiatives with other schools, such as a successful nursery music project that is supported by a national orchestra.

34. The school makes very good use of the links it has with the local community to enrich the curriculum. The local area is used for local area walks and to do observational drawings. People from the community, the local hospital, the Fire Service, doctors and dentists talk to pupils as part of the 'People Who Help Us' topic for younger pupils. The school takes part in the Earls Court Arts Festival and uses the local church for special assemblies. Volunteers from a local reading charity, Sotheby's and an insurance company support targeted children through playing mathematics or literacy games and hearing them read.

35. Parents and carers of pupils with special educational needs are kept fully informed about how their children are progressing and are always invited to attend review meetings. They are involved in the setting of targets for their child's individual education plan and are given a copy of the plan to help them support their children at home. Parents and carers are always welcome to come to school to discuss the provision for their children and how well they are doing in meeting their targets.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides outstanding leadership. Management systems are very effective and most efficient. Governance is very good.

Main strengths and weaknesses

- The headteacher, very ably assisted by the deputy headteacher and senior management team, is a highly effective leader.
- Senior staff are inspirational. They are excellent role models for pupils and other staff to follow.
- Very good management structures are in place. The professional development of staff is extremely effective.
- The management of special educational needs and English as an additional language is very good.
- Governors know the school very well and are extremely rigorous in monitoring its effectiveness.

Commentary

36. The headteacher has exceptional leadership qualities. She has created a highly effective team that includes all who work in the school and has successfully united them in a common aim to strive for excellence. Her high aspirations for the school and the constant drive to improve learning for all pupils are key factors in the success of the school. The deputy headteacher and other senior managers, including the subject co-ordinators, provide very high quality support to staff and have a most perceptive understanding of the work of the school. Strategic planning is very closely linked to the school's aims and is geared to ensuring that these are fully met. It is flexible and is always ready to respond to changing circumstances so that initiatives are always relevant and successful. The superb relationships between staff are also instrumental in moving the school forward as all who work there feel they are part of a team that is making a real and significant impact on the quality of education provided. The school's self-evaluation is a rigorous process. It knows its strengths and weaknesses very well so that its improvement plan contains all the issues that it needs to address to sustain high standards.

36. Senior managers are excellent role models for staff and pupils alike. They show tremendous respect for the views of others and work extremely hard to forge top quality relationships with pupils, parents and support staff. They create highly effective teams that work together closely with a strong sense of purpose. Senior staff are also fully committed to improving

standards overall by raising the achievement of every individual pupil to the highest possible level. They aim for improvements in all areas of learning, including the pupils' personal development, as they are always striving to help each pupil fulfil their capabilities.

37. Management of the school is very effective. All decisions focus on what is best for the pupils and how to further improve the already high quality of education. All performance data is analysed to assess how well the school is performing and immediate steps taken to remedy any perceived shortcomings. Very well established performance management reviews for all staff have resulted in a well-qualified and extremely confident body of professionals who constantly challenge themselves to find ways to be even more effective in their roles. The provision of funding for individual teachers to use for their own professional development is extremely effective in making them reflect on their individual needs.

38. Provision for pupils with special educational needs or English as an additional language is managed very well. Pupils are very carefully tracked to monitor their progress and to highlight any need for more intervention if they are not achieving as well as expected. Outside agencies are consulted and fully involved in the provision when required. Specialist teachers for English as an additional language manage this area very efficiently, in collaboration with the deputy headteacher. Teaching assistants are very well trained by the school and are highly valued members of the whole school team.

39. Governors are very involved with all aspects of the school. They are a very effective, stable and skilled body that is a great asset to the school. Their wealth of experience and expertise is drawn on to great advantage. This represents a very good improvement since the last inspection. Governors carefully evaluate and monitor information from the headteacher and staff, from whom they receive regular reports, for example about curriculum areas. They are, therefore, able to assess the impact of any new initiatives and judge the effectiveness of their spending. Their regular evaluations, through a cycle of systematic and thorough questioning, of all aspects of school life, enable them to provide challenge to the headteacher and senior staff in particular, and to all staff generally. They give very good support to all staff and ensure that the school fulfils its statutory duties.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,555,817	Balance from previous year	148,724
Total expenditure	1,515,948	Balance carried forward to the next	131,676
Expenditure per pupil	3,550		

40. Financial management is very secure. The principles of best value are applied very well in the purchase, management and use of resources. Suppliers are challenged to show that their product or service will have a positive impact on the quality of learning. The school has a higher than usual surplus but this is clearly earmarked for future projects, such as improving the information and communication technology provision and workforce remodelling. As a result of the very good teaching and achievement of pupils, very good leadership and management, and excellent ethos the school is judged to give very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

42. Children enter the nursery at the age of three. Their attainment on entry to the nursery and Reception is below that normally found. The nursery gives children a very good start to school life and this is developed further when children join the Reception classes. As a result, by the end of Reception, most children are likely to exceed the expected standards set for them in mathematical and personal, social and emotional development, knowledge and understanding of the world and creative development. They are likely to reach the expected goals in communication, language and literacy and physical development, with some children doing even better.

43. The quality of teaching and learning is very good in all the areas of learning and enables all children to achieve very well during their stay in the Foundation Stage. Staff are very skilful in assessing what children know and can do and use this information very effectively to guide their planning.

44. Resources are used very imaginatively and effectively to help children to become independent, to make important choices about their work and to learn through a variety of challenging and interesting activities. Staff have very good knowledge and understanding of the curriculum and the ways children of this age learn. They are very successful in developing children's skills, knowledge and understanding using a variety of methods.

45. The accommodation and resources are good. The nursery and Reception classes have their own designated play areas and these are used very well to extend children's learning. Assessment procedures are very good. There is planned time for observing how well children engage in different activities. All staff use this time very well to observe, assess and record children's progress in all areas of learning.

46. Provision for the Foundation Stage is managed and developed very efficiently by the co-ordinator. She has very good knowledge of the curriculum and has put a lot of emphasis on children learning through practical activities, based on their own experiences. She monitors planning, teaching and children's work very effectively through a well structured timetable. Planned meetings between staff from the nursery, Reception and Years 1 to 3 ensure very good progress for all children as they move up the school.

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.
- Children are engaged in activities very well.
- The development of independence skills is very good.
- Relationships between children and adults and children themselves are excellent so that there is a harmonious atmosphere.

Commentary

48. Staff are very skilful in enabling children to become independent and make choices about their activities. In both the Nursery and the Reception classes, they set up a range of well planned activities to capture children's imagination and to ensure that learning takes place both inside and

outside the classroom. There are opportunities for children to choose to play with their classmates or spend time alone. Staff work with all the children by engaging them very effectively in group discussions. They respond to children's own experiences with genuine interest, modelling the correct language and vocabulary and encouraging them to play together. In all classes, children behave very well and play harmoniously, sharing their ideas and helping each other. As a result, they make very good progress and exceed the expected learning goal in this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good opportunities to develop children's speaking and listening and reading skills.
- Children are encouraged to try out their knowledge of writing at a very early stage.
- There is a strong focus on teaching phonics which enables children to recognise sounds and to try reading and writing words phonetically.

Commentary

49. The nursery and Reception staff provide many opportunities for children to develop their speaking and listening and reading skills through discussions in all language activities, such as teaching phonics, reading stories and rhymes, retelling stories and role-play. Children's language is also very efficiently developed through activities in all other areas of learning. For example, in a discussion on different times of the day in a mathematics lesson, children suggested appropriate alternative words for different times of the day. Adults play alongside the children to extend their vocabulary and model conversations and discussions. They use the correct vocabulary that helps all children to develop their communication skills. Children listen attentively and quickly identify sounds of the initial letters. For example, some delightful learning took place in a Reception class on phonics where children learned how to read a range of common and familiar words and simple sentences. In the nursery, children read the story of 'Three Little Pigs', retell the story and make their own books. They use mark making to write their books, although some have begun to form letters correctly. Many children in the Reception class write their own sentences about the stories they read, describing their drawings. Some words are spelt correctly; others are simple marks where children have tried to write independently. Throughout the Foundation Stage, children are encouraged to browse through books and tell each other stories from the pictures. Staff also read to the children. Children arrive at the school with levels of attainment that are below those normally found and many are at the very early stages of learning English. The very good provision and teaching enable them to achieve very well, overcoming the language barriers so that some meet the early learning goals set for them at the end of the Reception year.

Example of outstanding practice

An activity in one of the Reception classes that developed children's skills, especially their speaking skills in all areas of learning and promoted high achievement.

The theme of the week was rhymes. Children read and learned the nursery rhyme 'Hickory Dickory Dock'. From this they developed everyday terminology so they could talk about events in their lives and understand the concept of time. They sat in the carpet area and a very lively discussion started about how to describe a time of the day. The teacher asked, 'Can you tell me some alternative words for *morning*?' Children came up with words like 'dawn', 'sunrise'. Some were very enthusiastic about telling the time on the 'Hickory Dickory Dock' clock displayed on the interactive whiteboard correctly. Gradually they started to write their own rhymes, such as 'Number one ate a bun, Number two played with shoe.' Very good discussion followed this activity where children were encouraged to talk about what they did at different times of the day. Controversy arose regarding what should be the most appropriate bedtime, particularly as one child felt that it was not possible to go to bed at 6 o'clock in the evening because that was when his favourite programme was on the television. Others agreed wholeheartedly and all chose 7 o'clock as an acceptable alternative bedtime. Having solved the real life problem that a clearer understanding of time imposed on them, children left the classroom in an orderly manner for lunch. Throughout the session the nursery nurse, teaching assistant and the student teacher ensured that all children were involved very purposefully in their activities.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers make excellent use of the interactive white boards and other resources to engage children very gainfully in their learning.
- Very good planning and assessment mean that children make very good progress.
- There are good opportunities to develop mathematical understanding throughout the day.

Commentary

50. There is very good emphasis on developing children's knowledge about numbers and counting across all the areas of learning. Teachers make learning fun and engage them very effectively in all activities using a range of resources. In the nursery, staff encourage them to count the various objects around the classroom and discuss different methods of counting. Some children know that they can move an object away once they have counted it. Children name common shapes correctly. They learn the characteristics of the shapes by counting the number of sides or corners accurately. In the Reception class, children develop the concept of time passing and how long a minute is. For example, in one of the Reception classes, children followed a digital countdown on the interactive whiteboard to investigate how much they could do in one minute. They came to the conclusion that there is the same amount of time in a minute , although it felt longer to some than to others. Staff help children to count and recognise numbers in every day situations. For example, children used a programmable toy and had to instruct it to move a number of lengths up or down the squares. In this way children developed their concept of 'one more' and 'one less' to make the toy move an exact distance. Children achieve very well and, by the time they leave the Reception class, they exceed the early learning goals set for them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting activities develop children's knowledge and understanding of the world.

Commentary

51. Staff plan activities together to ensure that children's skills are fully developed and that they build successfully on previous knowledge to understand more about the world in which they live. Children enjoy many exciting experiences that help them to make very good progress throughout their stay in the Foundation Stage. For example, they investigate the properties of different materials and the effects of pushing and pulling by discussing what caused 'Humpy Dumpty' to fall and why he broke. Children enjoy playing on computers, often on programmes related to their work in other subjects. Most children use computers effectively and confidently to draw pictures, to read stories on the screen or to write their names. They are good at manipulating the cursor and at recognising symbols needed to operate the computers effectively. Appropriate activities based on different topics also widen children's knowledge and understanding in other areas of the curriculum. In geography, they record changes in the weather during each season following walks around the local area, and in design and technology they take part in food tasting after reading 'Handa's Surprise'. In Reception, children learn about the rainforest as part of their 'One World Week'. Very good opportunities are provided for them to develop their finer manipulative skills, for example in cutting and sticking paper. They successfully construct cars and houses using a range of construction kits and are good at using modelling materials, such as play dough to mould different shapes.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because staff plan very good opportunities to develop their skills.
- Children have very good access to the outdoor environment, the school hall and appropriate equipment.

Commentary

52. Staff in both the nursery and Reception classes, plan very good opportunities for children to develop their physical skills. Older children know why it is necessary to warm up before undertaking energetic physical activity and use space well as they move to music. The outdoor playarea has a good choice of equipment for climbing on or riding on. This is used effectively to develop children's co-ordination and awareness of space. In the classrooms, children show good manipulative skills in writing and drawing, handling pencils and brushes with confidence. In the nursery, children enjoy repeating activities to improve their performance, for example, when practising moving with control and co-ordination in a dance lesson. They enjoy using wheeled toys and show developing skill in steering them round a track. In the Reception classes, children take responsibility for putting out equipment and have a basic knowledge of how to work as part of a team. They confidently perform sequences of related activities, such as catching and bouncing a ball without losing control of it. They learn dance skills and use imagination to perform to music, interpreting the music well through their body movement. They are developing good spatial awareness and create some movements independently to match the music. Most children are likely to reach the expected standards in this area.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to use their initiative to enable them to achieve very well.
- Children communicate their ideas well through a range of imaginative work.

Commentary

53. Creative activities are often linked to other areas of learning, such as through a wide range of experiences in art, music, story making and imaginative play. For example, in the nursery children drew pictures of the characters from 'Three Little Pigs' and described their drawings to make a book. Role-play activities in the play corner promote good achievement in imaginative work and communication of ideas. Children in Reception were observed painting imaginatively and independently, selecting their own paper, colour and paint. Most are confident in using the 'colour magic' program in information and communication technology to paint imaginatively, for example their own portraits and fireworks. They enjoy mixing colours to good effect and making collages to display the story Handa's Surprise. Children receive specialist teaching in music and show real enjoyment in their singing lessons. They sing tunefully a range of rhymes from memory and are developing a very good sense of rhythm. The classroom provides a stimulating environment for children to work in and they are very well supported by the sensitive intervention of all adults. A very good range of stimulating activities with very well focused adult support and encouragement means that children are likely to exceed the expected standards at the end of their Reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above the national average as all pupils achieve very well.
- The quality of teaching and learning is consistently very good in all year groups.
- Pupils thoroughly enjoy their lessons.
- The subject is led and managed exceptionally well and this is a key reason for high standards.

Commentary

54. The school has improved its provision very well since the last inspection. Standards, in the 2004 national tests for pupils at the end of Year 2, were average in comparison with all schools nationally in both reading and writing. Standards were well above average in comparison with similar schools. Inspection findings are that currently pupils in Year 2 are on course to attain standards that are above the national average. At the end of Year 6, test results over the past few years have been improving to the well above average standards attained in 2004. This improvement is due to the strong focus that is placed on the pupils' learning that is linked to the very good teaching.

55. Achievement is now very good for all pupils, including the large number of pupils who have English as an additional language and those with special educational needs. This is because the pupils make consistently very good progress in lessons as a result of the high quality support they receive.

56. The quality of teaching and learning has improved since the last inspection and is now very good. The high quality teaching is having a very positive impact on the pupils' learning and achievement. Teachers have very high expectations of what the pupils can achieve and they invariably ensure that the work is pitched at just the right level to challenge all the pupils. Teachers' planning is very good and, most of all, staff provide high quality open-ended activities that enable pupils to make rapid progress. Pupils thoroughly enjoy lessons and they collaborate very well together to support each other whether they are working in pairs or in "tribes" of four or more pupils.

57. Reading skills are taught systematically enabling pupils to make good progress and to exceed national standards considerably by the age of 11. Pupils talk enthusiastically about books and their favourite authors. In guided reading sessions, high quality discussions are facilitated very well by teachers and teaching assistants. For example, in a Year 6 class, the pupils were discussing a text which posed the question "should girls be able to play football in mixed teams?" This led to some sophisticated discussion about discrimination.

58. The school has placed a particular emphasis on improving pupils' writing. The two subject leaders have guided staff through a detailed improvement project which has been based on rigorous monitoring of previous practice in the teaching of writing. Evaluations have led to staff believing that they need to motivate pupils to engage them in writing. They have tackled this through placing emphasis on developing speaking and listening skills and also through the use of role-play. This strategy is working very well in practice and, as a result, standards in writing throughout the school have improved. Even the youngest pupils talk confidently about their work. They have a good understanding of genre and enjoy writing. Older pupils are provided with many opportunities to extend their writing skills across the curriculum. The rich range of activities, frequently introduced through extended discussions helps to capture pupils' interest and enthusiasm. As a result, by the time that they are in Year 6, their writing is coherent, persuasive and of a very high standard.

59. The school's focus on developing pupils' learning and writing through speaking and listening has ensured that these skills too are well developed. This is helped by the broad range of learning strategies used in which staff constantly encourage pupils to work in pairs to discuss their work. In addition, teachers frequently set tasks for groups of pupils to collaborate together. This results in pupils listening and talking together productively. Teachers constantly prompt pupils to provide extended answers and their encouragement engenders rapid development.

60. Leadership and management of the subject are outstanding. The subject leaders carefully analyse how potential improvements in teaching and learning can be addressed. They have guided staff expertly through the wide range of phase staff meetings in which pupils' learning is analysed and evaluated in detail. Their leadership has a really positive impact on standards attained.

Language and literacy across the curriculum

61. This is a particular strength because emphasis is placed on extending writing into other subjects. As a result, the quality of writing in many subjects is of a high standard. There are many opportunities for pupils to write in history, for example, when writing and publishing books about the Tudors following a visit to the Globe Theatre, and when studying the Ancient Greeks. Teachers take opportunities to enable pupils to write well in their science investigations and design and technology work. Information and communication technology is used effectively for word processing while pupils also practise desk-top publishing skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils leave the school attaining standards that are well above the national average.
- Teaching is very good throughout the school so that pupils achieve very well.
- Pupils have very good attitudes to their work.
- The subject is exceptionally well led and managed.
- There are very profitable links with other subjects.

Commentary

62. The standards attained by Year 6 pupils in the 2004 national tests were well above the national average. They were also very high when compared to similar schools. The pupils currently in Year 6 are also attaining standards well above those expected for their age. Very good teaching is a significant factor in helping pupils to reach such high standards. They achieve very well. In 2004 the pupils in Year 2 also reached standards well above those found nationally. The trend is continuing with pupils currently in Year 2 working at standards well above those expected for their age.

63. The quality of teaching is very good overall with no teaching observed less than good. It helps pupils learn at a very fast rate. Teachers have very high expectations and set work designed to challenge pupils of all abilities. They create an extremely positive working environment and insist on the highest standards of work and behaviour at all times. The teachers use their interactive whiteboards very effectively to grab the pupils' attention and add more interest to the lesson. The planning of work, following a new model designed by the subject leaders, is proving to be highly effective in helping pupils learn with increased confidence as it matches their needs. Pupils are able to reflect on and consolidate their learning as well as learn to a great depth. This was most apparent in a very good Year 6 lesson about area and perimeter. The pupils in the class were able to use practical methods to investigate various quadrilateral shapes and, after much stimulating discussion, arrived at some well-reasoned conclusions about the relationship between the area and the perimeter of shapes with the same area. The more able pupils were working with two highly skilled mathematics teachers outside the class and made very good progress in understanding how

to calculate the areas of more complex shapes, including triangles. Teachers use support staff very well to help their pupils learn more effectively. They plan the role of the teaching assistants in each lesson very carefully to maximise their impact.

64. Pupils respond extremely well to the very good teaching, are very attentive in lessons and are most keen to learn. They are very proud of their many achievements. Work is presented neatly in their books and the vast majority successfully complete the work set for them. Their behaviour in lessons is very good and leads to a calm and peaceful working atmosphere in which all pupils can flourish and produce high quality work.

65. The subject is extremely well led and managed by a very knowledgeable team of two coordinators. They have put in place very useful assessment procedures that are used most successfully to help pupils reach their full potential. The data collected shows how individual pupils or particular groups are progressing and triggers action if they are not performing well enough. Test papers are analysed to identify areas of strength or concern. Planning of work is then adjusted to address any perceived problems. The management team have very clear priorities for the future. They leave no stone unturned in their efforts to improve the provision and find ways to help pupils learn more effectively.

66. There has been a good improvement in the provision since the last inspection. The quality of teaching has improved and planning is much more effective.

Mathematics across the curriculum

67. The pupil's skills in mathematics are very often used in other subjects of the curriculum and their inclusion is carefully planned. When these links are made they prove very useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils measure in science lessons and draw tables and graphs of their findings. Often this will also involve the use of information and communication technology for measuring and recording results. In geography lessons the pupils use scale, measure distance accurately and locate features on maps using coordinates.

SCIENCE

The provision for science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well. By the end of Year 6, pupils achieve standards that are well above average.
- High quality investigative work in science is now a strength of the school.
- Teaching and learning are very good and cater very well for pupils of all abilities.
- Attitudes and behaviour are excellent
- Leadership and management are very good

Commentary

68. The standards attained by Year 6 pupils in the 2004 national tests were well above the national average and very high when compared to similar schools. The pupils currently in Year 6 are also attaining standards that are well above average. In the 2004 teacher assessments for pupils in Year 2, results were above average in relation to all schools and well above average in comparison to similar schools. Pupils currently in Year 2 are also working at above average standards.

69. Pupils develop very good knowledge, understanding and skills in the subject. They respond very well to their teachers' very high expectations of the knowledge they can acquire and of their ability to demonstrate their understanding of scientific principles. Pupils' investigative skills are

very good. In Year 6, for example, they were asked to plan an investigation for dissolving jelly and to decide on the possible variables. The pupils conducted the investigation successfully showing their clear understanding of a fair test.

70. Teaching is very well planned to cover the curriculum systematically and to stimulate the interests of pupils of all abilities. The use of questioning aimed at all groups of pupils is a strength in the work of both the teachers and the teaching assistants. This helps all pupils to develop a wide range of scientific vocabulary and is particularly helpful to those learning English as an additional language.

71. Pupils' excellent attitudes and behaviour are evident in all classes and in their accurate writing and diagrams. They practise their writing skills effectively when recording their work. Teachers' marking of pupils' work is of good quality. For example, in the Year 6 lessons seen, very good marking ensured all pupils knew their next steps in learning and how to improve their work.

72. All pupils benefit considerably from the wide variety of visits, such as those to the Science Museum, the Planetarium and Kew Gardens, that enrich the curriculum. Detailed and thorough planning provides very well for lower ability pupils and those with special educational needs. Pupils at an early stage in acquiring English language are very well provided for. Very effective planning ensures that they are fully included and achieve as well as the other groups of pupils. Pupils with high ability are also challenged to make the most of their capabilities.

73. The subject co-ordinator gives very good leadership and is dedicated to raising standards. She provides a very good guidance for staff through very effective monitoring of teachers' planning, and teaching. She monitors closely the progress of pupils throughout the year as well as in the careful analysis of the end of year results. Consequently, the quality of teaching and learning in science is very good and staff strive to improve standards even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are good at the end of Years 2 and 6.
- The quality of teaching and learning is very good. Pupils achieve very well.
- Pupils have very good attitudes to their work.
- The subject is led and managed very well.

Commentary

74. At the time of the last inspection standards in Years 2 and 6 were judged to be satisfactory. Teaching was also only satisfactory as some teachers had weak subject knowledge. There has been very good improvement since then with current standards above expectations and the quality of teaching now very good. All pupils have regular access to improved information and communication technology resources and many very useful links are made to other subjects. Standards in Years 2 and 6 are above those expected nationally and pupils are achieving very well throughout the school.

75. The quality of teaching is very good with no teaching less than good. All teachers and teaching assistants receive regular training that improves their skills and understanding, making them more confident. This has resulted in the pupils learning more effectively as new work is explained to them simply and clearly. Teachers manage their pupils extremely well and create an atmosphere in which pupils can concentrate and learn well. In a very good Year 3 lesson, in which pupils were manipulating images based on some David Hockney artwork, the teacher's enthusiastic delivery of the lesson ensured that pupils worked hard as they were eager to succeed. They thoroughly enjoyed replacing a head in the picture with a digital photograph of their own head and

blending in the background using a range of tools to make the finished picture incredibly realistic. Teachers have a good subject knowledge that enables them to teach pupils the correct way to use programs effectively. Pupils learn at a good rate because the planning of work is thorough and takes into account their individual needs.

76. Pupils thoroughly enjoy information and communication technology work and are very proud of their efforts. Year 6 pupils willingly talk at length about their many successes. Throughout the school, they have very good attitudes to their learning, display high levels of concentration and work extremely well together. They share tasks fairly and often give each other very good support when difficulties are encountered.

77. The subject is very well led and managed. All the concerns of the previous inspection have been dealt with very successfully. Resources have also been much improved with good quality computers and other equipment such as digital cameras for the pupils to use in their work. All aspects of information and communication technology are covered well throughout the school. Very few assessments are made of pupils' work to help with future planning and monitoring progress. The subject leader is fully aware of this and is developing a manageable and useful format to assess and record pupils' attainments that will help teachers plan even more effectively and raise standards further.

78. The computer suite is situated in a general open area that is also used for a range of other activities. It is long and narrow which makes it difficult for teachers to address the whole class effectively. It is also often rather noisy because of the other activities taking place at the same time. It is to the credit of the pupils that this has only a marginal effect on their learning as they are able to ignore it, but it does make listening to the teachers' instructions more difficult. Many teachers sensibly introduce the lesson in their own classroom before going to the suite, to minimise the effect of the noise and the cramped conditions. The school is fully aware of these difficulties and is determined to resolve them as soon as possible.

Information and communication technology across the curriculum

79. The school has worked hard to establish very good links between information and communication technology and other curriculum areas. Nearly all information and communication technology skills are taught through carefully thoughtout work that is designed to improve pupils' knowledge and understanding of both information and communication technology and the other subjects. For example, pupils in Year 6 use the Internet to research Ancient Greece and use a publishing program to produce a newspaper about Helen of Troy's abduction. Pupils throughout the school use information and communication technology to present their work most attractively. In science they use temperature sensors and in music lessons they compose music on the computers.

HUMANITIES

80. In humanities work was sampled in history and geography with two lessons seen in history and three in geography. It is not possible to give an overall judgement about the provision in these subjects. In both subjects, teachers' plans were studied and other information came from pupils' previous work, school documents, displays and talking with staff and pupils.

81. The **geography** curriculum is of a good quality. All aspects of the National Curriculum are covered through very detailed and thorough planning. The scrutiny of pupils' work indicates that standards in Year 2 and Year 6 are good. In Year 1, pupils learn about the local area and in Year 2 about the wider world, including Africa. Cross-curricular links are very good and these include links with literacy, for example through poetry from Africa, and design and technology where pupils studied African fruit.

82. Pupils in Years 5 and 6 acquire good mapping skills and good knowledge of places in the world. Where seen, teaching was good or better, as were pupils' attitudes and enthusiasm for learning. In a Year 5 lesson, pupils made excellent progress in using and interpreting Ordnance Survey maps. In a very good lesson in Year 4, pupils successfully identified the similarities and

differences between an Indian village and London. In both these lessons, they achieved very well. This was due to teachers' very good support and questioning and the very effective use of resources and information and communication technology. The leadership and management of the subject are very good. Monitoring of the subject, which includes observation of teaching, is also well developed. A wide range of visits enhances pupils' learning well.

83. In **history** all requirements of the National Curriculum are met. There is good achievement and progress as pupils move through the school. In Year 1, the pupils have a very good knowledge of how homes and household objects have changed over time in comparison to the present day. Very good teaching was seen in Year 1 where pupils made very good progress in evaluating different artefacts. In a Year 3 lesson, pupils learnt about the Ancient Egyptians. Very effective links were made with design and technology through pupils' designs of Egyptian death masks, cartouches and shabtis. In Year 6, the pupils study how life has changed since the 1930s and very good displays of Anderson shelters made by the pupils were seen. The leadership and management of the subject are very good. Monitoring of teaching and planning is also well developed. A wide range of visits enriches the curriculum.

84. In **religious education** no lessons were seen as it was taught intensively over a number of days before the inspection took place. Therefore, it is not possible to give an overall judgement about the provision. Teachers' plans were studied and other information came from pupils' work, school documents, displays and talking with staff and pupils. Pupils' work shows that all aspects of the subject are taught and the school follows the locally agreed syllabus.

85. The school places a strong emphasis on caring for others and learning about family life as well as the understanding of different faiths and cultures. Pupils have a positive attitude to the subject and speak enthusiastically about what they have learned.

86. The school held a religious education week that was very successful in raising the profile of the subject across the school. The work that pupils produced during the week was attractively displayed. This ranged from 'Special Times' studied in Year 1 and 'New Beginnings' in Year 2, to work on 'Rules and Regulations' in Year 6. A strong feature is the involvement of parents, guest speakers, the local vicar and visits to local places of worship to enable pupils to understand the beliefs and values of different faiths. The school is well resourced with artefacts and these are used effectively. Pupils, coming from many different faiths, have a very good opportunity to learn from each other.

87. The subject is very well led by an enthusiastic coordinator who has made many improvements, including planning links with other subjects and the creation of an 'image library' for use with the interactive whiteboard.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. No lessons were observed in either design and technology or art and design. Two lessons were seen in physical education. The evidence stems from talking with pupils as well as teachers' planning, pupils' previous work and displays around the school. There is insufficient evidence to make an overall judgement about provision in these subjects

89. In **art and design** pupils enjoy taking part in an interesting range of activities. Displays show that they experience sketching, drawing and painting. For example, they sketched pictures of famous people, using different media and techniques. They study paintings of rural and urban landscapes by famous artists and explore the different ideas, methods and approaches used by these artists in their own work. By Year 6, pupils are confident in their use of a range of media and translate sketches successfully to larger pieces of paper. Pupils' cultural awareness is promoted effectively in art and design. For example, work on Islamic patterns increases their understanding of non-western cultures and links effectively with religious education. The school encourages individual talents and further enriches pupils' experiences through art exhibitions. Pupils show

much interest in their artwork and talk enthusiastically about what they are doing. There are good links with other subjects, such as drawings in science, religious education and history. Assessment procedures are developing well and are beginning to be used appropriately to track pupils' progress. Artefacts are used effectively and there is a very good range of resources that help develop pupils' observational skills. Good displays also show the pupils' enthusiasm and enjoyment in art. The subject is led and managed well.

90. Detailed and thorough planning shows that all aspects of **design and technology**, including food technology, are taught throughout the school. There is clear evidence of progression in designing skills. For example, in Year 1, pupils make moving pictures and healthy snacks. In Year 3, they design and make photograph frames. In Year 6, they investigate the process of bread making which involves a detailed project of designing and making their own bread, planning how to package it and then evaluating the final product. Excellent cross-curricular links with science, geography and information and communication technology are evident in many projects. The digital camera is used well by both teachers and pupils. Pupils are encouraged to evaluate their work and strive hard to improve. Work is set according to the needs of each pupil and this results in all pupils being suitably challenged.

91. The subject is very well led and managed. The enthusiastic coordinator has a very clear view of how to develop the it further. Design technology is very well resourced and teachers use equipment and materials very effectively.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards are above average and achievement is good.
- Pupils enjoy music lessons because the quality of teaching and learning is good.

Commentary

92. Standards at the end of Years 2 and 6 are above those of pupils of a similar age. All pupils are taught music by the specialist teacher and this helps to ensure that throughout the school they make good progress in their learning and attain above average standards. This is because the quality of teaching and learning is consistently good. Year 2 pupils, in music lessons, sing with a good sense of rhythm and good expression when singing an African song "Ban-ua". Many pupils were able to hold the melody when singing this song as a three part round. The school's very good range of pitched and unpitched percussion instruments are used very well by the teacher in most lessons and this makes a good contribution to the above average standards achieved. Pupils in Year 2 are able to follow a rhythmic pattern and to hold their beat. By the time that they reach Year 5, many pupils are able to repeat complex rhythmic patterns, maintaining pulse skilfully and they use these skills to great effect. In one lesson, where the pupils were composing a piece of music about space, for example, they were all engrossed in their music-making and the instruments were used to very good effect. By the time they reach Year 6, pupils' music making is of good quality. In one lesson, all the pupils in the class made good contributions when they were learning about chord progression. They used a range of musical instruments, including guitars, flute, keyboard, xylophones, glockenspiels, recorders and unpitched percussion instruments. They displayed an excellent awareness of their own part in the music and how it contributed to create a good quality overall effect. In larger gatherings, such as assemblies, singing is of good quality. Pupils sing with gusto and great enjoyment. They learn new songs quickly and effectively.

93. The quality of teaching and learning is consistently good. The specialist teacher has very good subject knowledge and he cleverly matches the musical demands of the lessons to meet the wide range of abilities in the class. This enables all the pupils to gain a sense of success and it encourages them to want to learn more. There is a good range of extra curricular musical activity.

Sessions include opportunities for pupils to learn descant, treble and tenor recorders and also guitars. In addition, there is a choir which adds much to pupils' musical experience.

94. In **physical education**, two lessons were seen during the inspection. A specialist dance teacher was observed and lesson plans were looked at. These show that all aspects of the physical education curriculum are covered over the year. The Year 6 dance lesson seen was very good. The pupils were kept active throughout and enjoyed matching their movements to music. The theme of the lesson was imaginatively linked to their history study of the Second World War and the pupils were creating shapes in their dances to reflect the structure of an Anderson shelter. Pupils learn to swim in Years 3 and 4 and the majority are able to swim 25 metres confidently. They can take part in competitive football matches against other local schools and in the local swimming gala and athletics meeting. To add to the provision there are after school dance and football clubs and cricket coaching in the summer. The school holds two annual sports days that are great fun and much enjoyed by the pupils. The annual school journeys for pupils in Years 5 and 6 give them the opportunity to take part in outdoor and adventurous activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. The school has developed a good programme for personal, social and health education. This programme includes raising awareness of the use and abuse of drugs, sex and relationships education, and how to stay safe in and out of school. Pupils explore the differences between legal and illegal drugs and learn how to ask for help and to resist pressure to do wrong. Their understanding of alcohol, tobacco and drug misuse is extended in science lessons. Sessions on citizenship help them to identify an area of need in the school and plan their own community action group within the school. Recently, projects relating to litter prevention, recycling and access for those with disabilities have proved successful. Through these projects pupils take on responsible roles that help them to understand the importance of their contribution to the school community. Assemblies promote very good personal development and 'Circle Times' provide opportunities for pupils to discuss and raise issues that concern them in a constructive manner. The school council is a growing force that gives pupils opportunities to consider ways in which the school's provision can be improved. Religious and ethical teaching in assemblies and the school's very good provision for pupils' spiritual, moral, social and cultural development enable them to consider moral issues and prepare them for a life as citizens in society as a whole.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	4
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	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
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).