

# INSPECTION REPORT

## **MOUNT STEWART JUNIOR SCHOOL**

Kenton

LEA area: Brent

Unique reference number: 101500

Headteacher: Linda Redfern

Lead inspector: Godfrey Bancroft

Dates of inspection: 13 – 16 September 2004

Inspection number: 267358

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll;	360
School address:	Mount Stewart Avenue Kenton Harrow Middlesex
Postcode:	HA3 0JX
Telephone number:	020 8907 1977
Fax number:	020 8909 1512
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Graves
Date of previous inspection:	22/2/1999

## **CHARACTERISTICS OF THE SCHOOL**

The school serves part of the community of Kenton in the London Borough of Brent. The socio-economic circumstances of the community are favourable. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils from homes where English is spoken as an additional language is very high, but very few of these pupils are at the early stages of speaking English. Pupils' attainment on entry to the school is above that expected for their age. The percentage of pupils with special educational needs is below the national average. The percentage of pupils with statements of special educational need is broadly in line with the national average. The number of pupils who join the school or leave, other than at the start of Year 3 or end of Year 6, is low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Science Music Physical education Personal, social and health education and citizenship
19436	Michael O'Malley	Lay inspector	
22274	Vera Rogers	Team inspector	Mathematics Information and communication technology Geography History Special educational needs
32716	Alison Hosford	Team inspector	English Art and design Design and technology Religious education English as an additional language

The inspection contractor was:

Cambridge Education  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Mount Stewart Junior is a good school** in which pupils attain high standards and achieve very well. Teaching and learning and leadership and management are good. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, science, religious education, music and art and design. Even so the school has not yet identified which pupils are gifted and talented or planned fully to meet the needs of these pupils.
- Pupils have good attitudes to their learning and they behave well. However, teachers do not always do enough to enable pupils to be sufficiently independent and take initiative for their own learning.
- Teachers have good knowledge of the subjects they teach and know their pupils well. However, not enough is done to make pupils aware of how well they are doing and what they need to do to improve.
- The school is racially and culturally harmonious and is very good at including all pupils in the provision made for their education.
- Information and communication technology is not used sufficiently to enhance pupils' learning in many subjects.
- The governing body provides good management for the school and the good leadership of the headteacher and subject co-ordinators lays the foundation for pupils to achieve very well.

Improvement since the time of the last inspection is good. Standards have improved significantly, particularly in those subjects where some weaknesses were identified. Rigorous systems are in place to check and improve teaching and learning. Planning for improvement is now linked effectively to the financial management of the school. The use of information and communication technology across the curriculum remains an area for further improvement.

### STANDARDS ACHIEVED

#### Year 6 results

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

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

The national tests for the end of Year 6 in 2004 show attainment in English, mathematics and science to be in the top five per cent of all schools. This is an improvement on the above average standards found in recent years. Inspection findings show attainment in English, mathematics and science to be well above average and that **pupils of all abilities and backgrounds achieve very well**. The school sets suitably challenging targets for attainment that indicate, along with the standards currently found in Years 3, 4 and 5, that high standards are likely to be maintained in the foreseeable future. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are good**. Pupils' attitudes, behaviour and attendance are also good.



## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** These, together with pupils' positive attitudes, result in very good achievement. However, too little emphasis is placed on allowing pupils opportunities to make decisions about their own learning and to take responsibility during lessons. Pupils are not involved sufficiently in gaining insights into the progress they are making and what they need to do to improve. The curriculum is satisfactory, but there are not enough opportunities for pupils to use information and communication technology to enhance their learning. The provision made for the care, guidance and support of pupils is satisfactory. Partnerships with parents, the community and with other schools are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** and underpin the high standards that pupils achieve. Governors are supportive and knowledgeable about the school and ensure that resources are used wisely. They ensure that legal requirements are met. The headteacher and deputy headteacher effectively promote an atmosphere in which staff and pupils feel valued. Subject co-ordinators are knowledgeable about their subjects and provide good guidance and support for their colleagues.

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

Parents think the school is good. Some parents are not satisfied with the amount of homework that is set. Inspectors judge the provision of homework to be very good. Pupils think their school is very good. Some parents feel that bullying takes place. Pupils say there is very little bullying and that it is soon sorted out by staff.

## **IMPROVEMENTS NEEDED**

There are no major weaknesses or unsatisfactory features. The most important things the school should do to improve are:

- Identify and respond fully to the needs of gifted and talented pupils.
- Provide more opportunities for pupils to take the initiative for their own learning.
- Make pupils more aware of how well they are getting on and what they need to do to improve.
- Make more use of information and communication technology to enhance pupils' learning across the curriculum.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils achieve very well. By the end of Year 6 standards are well above average.

#### **Main strengths and weaknesses**

- Pupils achieve very well in English, mathematics, science, religious education, music and art and design.
- Pupils achieve well in physical education and personal, social and health education and citizenship.
- The needs of gifted and talented pupils are not always identified and fully met.

#### **Commentary**

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

Standards in:	School results	National results
English	33.0 (28.3)	27.0 (26.8)
mathematics	31.9 (29.8)	27.2 (26.8)
science	31.7 (29.8)	27.8 (28.6)

*There were 87 pupils in the year group. Figures in brackets are for the previous year*

1. The national tests for the end of Year 6 in 2004 show attainment in English, mathematics and science to be in the top five per cent of all schools. On the basis of these test results, using the measure of pupils' prior attainment, standards are also in the highest five per cent for English and mathematics when compared with those found in similar schools. Using this comparison, standards in science are well above average. This is an improvement on previous years when standards in these subjects were either above average or well above average. At the time of the last inspection, achievement in art and design, design and technology and music was unsatisfactory. Pupils now achieve very well in art and design and music and satisfactorily in design and technology.
2. Pupils enter the school with attainment in English, mathematics and science that is above average. Inspection findings show attainment in English, mathematics and science to be well above average, with pupils achieving very well. They also achieve very well in religious education, music and art and design. Achievement in physical education and personal, social and health education and citizenship is good. This achievement is based on good teaching, pupils' good attitudes to their learning and the good leadership and management of subjects provided by co-ordinators. Pupils' achievement in other subjects, including ICT, is satisfactory. There is scope for standards in ICT to be higher. They are held back by the limited use made of ICT in general class work.
3. The school has a much higher than average percentage of pupils who speak English as an additional language. However, very few of these pupils are at an early stage of speaking English and they all achieve very well. Pupils with special educational needs also achieve very well. The school sets suitably challenging targets for attainment. These targets, along with the attainment currently found in Years 3, 4 and 5, suggests that high standards are likely to be maintained in the foreseeable future.

## Pupils' attitudes, values and other personal qualities

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

### Main strengths and weaknesses

- Pupils are interested in their lessons and other school activities.
- Pupils know what is expected of their behaviour and respond well.
- There are very good relationships and pupils respect each other.
- Pupils' personal development is good, though there are too few chances for pupils to work independently in lessons.
- Attendance has improved.

### Commentary

4. Pupils like school. They work hard in lessons and they are keen to take part in activities outside class. The vast majority of pupils behave very well. A small minority can occasionally behave badly, but this is managed well by the teachers. There was one pupil excluded last year, which was appropriate in the circumstances.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	45	0	0
White – Irish	2	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	15	0	0
Asian or Asian British – Indian	143	0	0
Asian or Asian British – Pakistani	26	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	34	0	0
Black or Black British – Caribbean	19	1	0
Black or Black British – African	17	0	0
Black or Black British – any other Black background	6	0	0
Chinese	3	0	0
Any other ethnic group	16	0	0

No ethnic group recorded
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4
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0
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0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

- Assemblies include themes such as 'making a new start' and 'justice'. They include story, prayer and reflection that help pupils to consider values and a wide range of beliefs. The school is good at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no-one is left out. There is no evidence of racism. Some parents are concerned about bullying. The inspection does not confirm this; it finds that there is little bullying and that it is quickly tackled. Pupils can distinguish clearly between right and wrong, and they are encouraged to think through the consequences of their actions.
- Pupils are confident and self-assured. They are keen to take responsibility as, for example, house captains, class monitors, members of 'the buddy gang', or through the school council. Pupils from different backgrounds mix well together. They visit the sick and the elderly in the community. However, there are insufficient opportunities for pupils to show initiative and work independently during lessons. A minority of pupils are sometimes careless with their belongings.
- Pupils learn about their own and other cultural traditions through assemblies, visits and projects such as 'Black History Month'. The teachers encourage the pupils to learn from each other about their own cultural experiences and subjects such as religious education and geography contribute well to this aspect of pupils' learning.
- Attendance has improved significantly since the last inspection and it is now good. Attendance last year was 95.5 per cent which is above the average for primary schools in England (94.2 per cent). There is no unauthorised absence and punctuality is good. There are effective procedures for monitoring and promoting attendance. Absence and lateness are monitored closely. Parents are good at explaining absence and where necessary unexplained absence is followed up. Good attendance is rewarded. There are satisfactory arrangements for keeping parents and governors informed about attendance.

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

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data :	0.0
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 school provides a good quality of education. Teaching and learning are good. The curriculum and additional activities to enhance pupils' learning are satisfactory. Provision to ensure pupils' care, welfare, health and safety are good. The school's partnership with parents, links with the community and links with other schools are all satisfactory.

#### Teaching and learning

Teaching and learning are good. Assessment is satisfactory.

#### Main strengths and weaknesses

- Teachers have good knowledge of the subjects they teach and know their pupils well.

- Teachers do not always do enough to enable pupils to be sufficiently independent and take initiative for their own learning.
- In some lessons not enough is done to make pupils aware of how well they are doing and what they need to do to improve further.
- Homework is used very effectively to enhance pupils' learning.

## Commentary

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	8 (21%)	13 (34%)	12 (31%)	3 (8%)	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.

9. Teaching and learning are good, resulting in very good achievement. Teachers' knowledge of the subjects they teach is good and they apply the principles advocated by the national strategies for literacy and numeracy well. Relationships between teachers and their pupils are good. These relationships result in pupils learning well and they persevere at the tasks they are set and acquire skills, knowledge and understanding well. Pupils work well together, but are not given enough opportunities to develop their independence. Too little emphasis is placed by teachers on allowing pupils opportunities to make decisions about their own learning and to take responsibility during lessons. Occasionally lessons become dominated by teachers and pupils have to listen for too long rather than engaging in activities that help to develop their knowledge and understanding. When this happens, teaching becomes unsatisfactory and pupils do not make enough progress.
10. Teaching assistants make a good contribution to pupils' learning. They provide particularly good support for pupils with special educational needs in lessons, such as English. However, in some lessons there is little additional support and this sometimes restricts the progress that pupils make.
11. Arrangements to assess pupils' attainment and progress are satisfactory. Teachers are very knowledgeable about pupils' progress. They consider what pupils need to do to improve when they plan their lessons. However, the pupils are not involved sufficiently in this process and they do not have enough opportunities to consider the progress they are making and what they need to do to improve for themselves. The marking of pupils' work is satisfactory. Even so, the quality varies between year groups. Marking is usually positive and celebrates what pupils have done well. However, it does not always explain to pupils what they need to do to improve.
12. Homework is used very well to reinforce and extend pupils' learning. Homework is set regularly. It is often based on English and mathematics, but also includes project work on subjects such as geography, history and religious education.

## The curriculum

Curriculum provision is satisfactory. It is enriched soundly by additional activities. Accommodation and resources are satisfactory.

## Main strengths and weaknesses

- There is a good programme for personal, social and health education.
- Opportunities to take part in music and sporting activities are very good.
- Resources are good, with a generous number of teachers.
- Information technology is not used sufficiently to support pupils' learning in subjects across the curriculum.

## **Commentary**

13. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. The planning for pupils' personal, social and health education is good. Since the last inspection the school has developed good schemes of work for all subjects to ensure that there is appropriate planned curricular coverage in all subjects. These are based on national guidance which has been modified so that it is appropriate for the needs of the pupils. Since the previous inspection the school has improved its provision for ICT by developing the computer network and purchasing interactive whiteboards for several classrooms. Teachers and pupils use the interactive whiteboards well. However, there remain too few planned opportunities for pupils to use these skills to support their learning in subjects across the curriculum.
14. All pupils have full and equal access to the curriculum. In order to provide work that is more closely matched to pupils' abilities, the pupils in Years 4, 5 and 6 work in ability groups for mathematics. These grouping arrangements work well. The school makes satisfactory provision for pupils with special educational needs. Although there is some good quality support, in some classes there is insufficient support staff to enable these pupils to take full advantage in all lessons and make a more rapid rate of progress. The individual education plans for pupils with special educational needs state clearly what pupils need to learn in order to make progress. The targets set, although generally achievable over a period of time and realistic, are not always broken down into sufficiently small, manageable steps.
15. The school provides a very good number of music and sporting activities outside of the school day. Some other activities, which were offered on a regular basis, have been temporarily suspended as the support given for these by outside agencies has been withdrawn. The peripatetic music service affords very good opportunities for pupils to play a musical instrument such as guitar, brass, string and woodwind and these are very well supported by pupils. The curriculum is enriched by a range of visits to places of interest, both within the local area and further a field. These cover a wide range of curricular areas and the school takes advantage of its proximity to central London having visited places such as St Paul's Cathedral and some museums. Although there are no residential visits, older pupils have the opportunity to spend a day at an activity centre. Pupils' learning is further enhanced through a range of visitors to school, including artists and dance groups who carry out workshops and members of the fire and health service.
16. The school has a good number of suitably qualified teachers who work well together. However, there are times when lessons would benefit from additional support for pupils who find learning difficult. The quality and adequacy of the accommodation are satisfactory. There is a spacious hall, good outdoor playing areas for physical education. Learning resources are good and allow all aspects of the curriculum to be taught in full.

## **Care, guidance and support**

Arrangements to ensure pupils' care, welfare, health and safety are good. The provision for support and guidance is satisfactory. Pupils' views are sought and valued well.

## **Main strengths and weaknesses**

- The school takes good care of pupils and takes good account of their views.
- There are good arrangements for monitoring pupils' achievements but the procedures for informing pupils about their progress need improvement.
- The school does not have a policy for gifted and talented pupils.

## **Commentary**

17. The teachers know the pupils very well. The school takes very good care of pupils' medical, social and emotional needs. The teachers make sure that all pupils are secure and confident to get on with their learning. There is good support from outside agencies. There are satisfactory arrangements for first aid, health and safety. Staff make sure that pupils learn and play safely. There are effective procedures for child protection. Pupils are confident that there is someone to turn to if they have problems, and the school takes good account of their views and concerns through the school council and other discussions called 'circle time'. There are satisfactory arrangements to help new pupils settle into school.
18. There are good arrangements for monitoring pupils' achievements. Pupils' needs are discussed with year group and subject co-ordinators. Individual targets are set in numeracy and literacy. Pupils' personal development is monitored and supported through the personal, social, and health education programme. There is satisfactory support for pupils with special needs and the class teachers and teaching assistants work with small groups of pupils who need extra help. There is good additional support from the occupational health and home tuition service for pupils who require this help. Pupils preparing for national tests get extra help with booster classes. However, the school does not have a policy for meeting the needs of gifted and talented pupils and does not make provision for their additional needs, other than in sport and music.

## **Partnership with parents, other schools and the community**

The school has a satisfactory partnership with parents so they can support their children's education. There are satisfactory links with the community and other schools.

## **Main strengths and weaknesses**

- There are good links with Claremont High School.

## **Commentary**

19. The school has satisfactory links with parents, and keeps them well informed about what is going on through regular newsletters. The prospectus and governors' annual report provide a complete summary of the school's aims, provision, and achievements. Parents are kept well informed on what is taught and how they can help through meetings and booklets. Some parents would like to be better informed about their children's progress. The inspectors' view is that these arrangements are satisfactory. End of year reports are good.
20. The school encourages parents to raise concerns and is quick to involve them when there are problems. The school has sought parents' views through a questionnaire and plans to do this biannually. There are satisfactory arrangements for introducing parents and their children to the school. During the inspection pupils spoke positively about their transfer and settling in, but some parents would like to be better informed and have more informal access to the teachers. Some parents are concerned about homework. In particular they feel some homework does not match pupils' ability. The view of the inspection team is that the arrangements for homework are very good. Many parents attend open evenings and meetings. They support their children at concerts. A few parents help with the Parents' Association and activities like trips, the library and sports day. The school is keen to encourage more parents to get involved.
21. The school makes satisfactory use of community links. The pupils visit the theatre, museum, and other places of interest such as Cassiobury Park and London Zoo. Visiting music, drama and dance groups enrich the curriculum. Pupils sing at the local home for the elderly and St Luke's Hospice. The older pupils take parcels to the elderly at Christmas. The school plans to improve links with the community.

22. There are very good arrangements for helping pupils transfer to Claremont High School, along with good links for music, drama and sport. Funding through Kingsbury School is used to develop sport and physical education. There are some good links with the adjoining infant school. For example, Year 6 pupils visit the infant school to read with the younger pupils, and to talk about coming to the Junior School. The schools are currently working together to further develop curriculum links.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The leadership and management provided by the governing body are good. The leadership and management of the headteacher are good.

### **Main strengths and weaknesses**

- The leadership promotes equality of opportunity and inclusion very well.
- Subject co-ordinators undertake their duties well.
- The management of the school's finances and resources is good.

### **Commentary**

23. Leadership and management are good. The headteacher and deputy headteacher effectively promote an atmosphere in which staff and pupils feel valued. Their leadership is very effective in promoting equality of opportunity and the full inclusion of pupils from all abilities and backgrounds in the full range of provision made by the school for their education. The leadership of the school is a central feature of the successful promotion of high standards. Careful analysis is undertaken of the performance of pupils in the annual national tests and areas for improvement are identified. Plans, involving subject co-ordinators and teachers, are put in place to bring about the identified improvements. This successful process has brought significant improvements in standards since the time of the last inspection.
24. Subject co-ordinators also make a significant contribution to the improvement of standards. They are knowledgeable about their subjects and provide good guidance and support for their colleagues. This is because they are provided with good opportunities to monitor the quality of teaching and learning in their subjects and to work alongside other teachers. The management of special educational needs is satisfactory. The co-ordinator for special educational needs has a thorough knowledge of the pupils within each class, with a good awareness and understanding of the range of needs within the school. However, she does not have sufficient time to carry out her duties. Where the pupils receive support within lessons, this is of good quality. Where relevant, pupils receive appropriate support from the LEA support services. The progress of the pupils is carefully monitored, arrangements are reviewed regularly and adjustments to provision made accordingly.
25. The governing body fulfils its statutory duties well and operates efficiently and effectively through a well-organised committee structure. Governors are supportive and knowledgeable about the school and ensure that resources are used wisely. Many governors visit the school regularly. Governors also have regular meetings with subject co-ordinators to find out about developments and about the standards that pupils attain; consequently, they are well informed about the school's development and improvement. Long term planning for improvement is linked well to the use of available resources. This was identified as a weakness at the time of the last inspection and governors have worked effectively to ensure that this is no longer the case. Governors apply the principles of best value well and the school provides good value for money. The financial information shown in the table below shows a carry forward that is much higher than usually found. This is because governors have accumulated funds to address building needs. The staffroom is currently being extended. Plans are in hand to replace temporary classrooms with permanent buildings and to enhance the provision for ICT.



## Financial information

### Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,081,477
Total expenditure	1,113,092
Expenditure per pupil	3004

Balances (£)	
Balance from previous year	224,309
Balance carried forward to the next	192,694

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

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards are well above average and pupils achieve very well
- Teaching is good, though occasionally it lacks challenge for the more able
- Writing has improved and is now very good
- Teachers' marking is not sufficiently developed to promote pupils' awareness of their learning and how to improve
- Learning is sometimes over-directed so that there are too few opportunities for pupils to apply their skills
- Leadership and management of the subject are good

#### **Commentary**

26. Inspection findings show that, by the end of Year 6, standards are well above average and pupils achieve very well. Pupils with special educational needs achieve well as they have targeted support. Pupils with English as an additional language enter the school with good achievement and achieve very well by the end of Year 6. Improvement since the last inspection is good.
27. Standards in speaking and listening exceed expectations. Pupils are attentive in lessons and listen well to adults and their fellow pupils. In very good lessons pupils speak clearly, giving thoughtful and extended answers to questions. This reflects pupils' good understanding and use of language.
28. Standards in reading are well above average and pupils achieve very well. Year 6 pupils are able to talk knowledgeably and appreciatively about a range of books and authors. Pupils read accurately and are able to make predictions and draw conclusions from a text. Many pupils are confident and willing to read aloud, but have not yet fully developed their expressive skills. Although pupils use the library to choose books to read and to retrieve information from, it remains under-used for this purpose. Pupils have voiced a preference to use the library more often. The provision of non-fiction books available for pupils in the library is limited, but is supplemented by two computers which pupils use for research.
29. Standards in writing are well above average. Pupils' handwriting and presentation of work are consistently good across the school. This is a result of regular practice and teachers' insistence of high standards. Pupils use many different forms of writing well, as for instance when reporting on current affairs and when expressing opinions about religious belief. Grammar and punctuation are competently applied by pupils.
30. The teaching is good. Where teaching is good, teachers share the learning objective with pupils. Teachers model different writing styles effectively and make good use of opportunities for pupils to discuss their work with a partner or in small groups. These strategies enable pupils to rehearse their thoughts and develop further their already good speaking and listening skills, which are linked effectively to the development of their writing. However, there is some variation in the quality of teaching across the school. In less effective lessons, teachers' choice of task, questioning skills and expectations are sufficient to engage pupils but sometimes lack challenge for more able pupils.

31. Leadership and management of the subject are good. The co-ordinator has good subject knowledge and provides a good role model for her colleagues. She is committed to raising achievement still further and has provided good guidance to help teachers apply best practice. This has been effective, especially in improving standards in writing.

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

32. Language and literacy are used well to enhance pupils' learning in other subjects. Teachers provide good opportunities in many subjects for pupils to develop their speaking and listening abilities through structured discussions and effective use of questioning. Pupils also respond well to good opportunities to apply their writing skills in other subjects. Good examples of sustained writing are evident in religious education and history. Older pupils are also developing skills, such as note taking, in science where they record their investigative work well.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and reach standards that are well above average.
- Teaching is good overall.
- The leadership and management of the subject are good.
- Marking is not always used sufficiently well to help pupils to improve.
- Assessment targets are not always shared with the pupils so that they are aware of what they need to do to improve.

### **Commentary**

33. Evidence from the inspection indicates that pupils are likely to achieve standards that are well above average by the end of Year 6. Pupils make very good progress, so that by the end of Year 6 the majority of pupils achieve the expected levels with a higher than average number achieving at the higher levels.
34. The quality of teaching and learning is good. Planning is well founded on the principles of the National Numeracy Strategy. The teaching of numeracy skills is particularly strong, which leads to very good achievement in this aspect of the subject. Pupils' achievements in other areas of mathematics are good. In order to improve the standards that the pupils achieve, the school has adopted setting arrangements in Years 4, 5 and 6, based on pupils' abilities. This successfully ensures that work is more closely planned to meet the needs of the individuals.
35. In the most effective lessons, teachers have secure knowledge and understanding of the subject, which are reflected in the good pace and the careful development of strategies. These ensure that pupils understand one process thoroughly before moving onto the next. In these lessons, the teachers' levels of questioning and discussion are challenging and take the pupils' learning forward very well. Most teachers use a range of well planned activities that engage the interest of the pupils and strategies that are clearly matched to pupils' levels of understanding, particularly in the oral and mental sessions. These are often presented in the form of 'games' which both engage the interest of the pupils and present appropriate challenges. Throughout the school, teachers provide opportunities for pupils to work out their answers to problems using a range of methods and expect them to explain the processes involved in reaching an answer. They make good use of a wide range of resources, particularly the recently introduced ICT interactive facilities, where available.

36. Although pupils' work is marked regularly and they are given appropriate praise, the marking does not give sufficient direction on how to improve. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and on test results. This information is used well to plot the achievements of pupils and to set targets. However, the targets that are set for individual pupils are not used specifically enough to give them a clear picture of how they are progressing or of the next stage of their learning. The presentation of pupils' work is good. It is generally neat and well organised. The setting arrangements ensure that teachers plan carefully for pupils with special educational needs. However, within some of these sets, there is insufficient additional support available from teaching assistants.
37. The leadership and management of the subject by the co-ordinator are good. She evaluates the results of tests to identify any common weaknesses and makes effective use of the regular opportunities to monitor teaching and learning in lessons. Improvement since the time of the last inspection is good.

### **Mathematics across the curriculum**

38. The pupils make satisfactory use of their mathematical skills in subjects such as science, where they use graphs, and in geography when using co-ordinates. There are satisfactory opportunities for pupils to use ICT to support their learning in mathematics, with the use of appropriate programs, for example when handling data, and using spreadsheets. However, there is scope to extend the use of ICT in mathematics.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils' attitudes to their learning are good and they achieve very well
- Teaching is good, but in some lessons pupils are not given enough opportunities to work independently and this limits their progress
- Arrangements to assess pupils' attainment and progress are thorough, but teachers do not involve pupils sufficiently in this process
- Leadership and management of the subject are good

### **Commentary**

39. The most recent national tests (2004) show that standards are very high. Inspection findings show that standards are well above average and that pupils achieve very well, including those with special educational needs and those who speak English as an additional language. Since the time of the last inspection standards have improved. The youngest pupils, those in Year 3, make very good progress. They show initiative and independence, for example, when challenged to design their own way of recording their findings when considering the properties of various materials. Older pupils also achieve very well. However, they are often prevented from being sufficiently independent. Sometimes teachers over-direct their pupils and they are not able to plan for themselves and make their own decisions. When this happens, teaching is unsatisfactory and pupils' progress is restricted. Throughout the school, pupils present their work thoughtfully and benefit from good guidance about how to record the findings of their investigations. This happens in Year 6 where pupils show very good understanding of electrical circuits and in Year 5 when pupils consider how sound travels through air and other materials.
40. The leadership and management of the subject are good. The co-ordinator has devised a good scheme of work that provides teachers with clear guidance and ensures that all aspects of the

science curriculum are covered well. There are good arrangements to assess pupils' attainment and progress and these provide the co-ordinator with a clear picture of standards. However, in many lessons pupils are not involved sufficiently in considering what they have done well and what they need to do to improve. The co-ordinator also works effectively to ensure that resources to support teaching and learning in the subject are good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection, due to better provision.
- Information technology is not used sufficiently to support pupils' learning in other subjects.

### **Commentary**

41. Standards are in line with the levels expected at the end of Year 6 and pupils achieve satisfactorily. There have been considerable improvements in provision for the subject both in resources and teachers' expertise since the last inspection. The school's commitment to training all staff has led to increased confidence and a willingness to develop pupils' skills within ICT lessons. These skills are not yet used sufficiently by pupils in their learning across other areas of the curriculum. However, those teachers who have access to the use of the newly installed interactive whiteboards make good use of these in subjects such as mathematics. Plans to extend this aspect of provision for ICT are well advanced. Improvement since the time of the last inspection is satisfactory.
42. There were too few lessons seen to make a secure judgement about teaching across the school. However, in the few lessons seen the quality of teaching was satisfactory overall, whilst in one of those lessons it was very good. The teachers' demonstration of techniques and skills are clear and this ensures that pupils can proceed well with their tasks. Pupils have good opportunities to learn new skills and make satisfactory progress. For example, most pupils in Year 5 quickly learned how to access the Internet and how this can be used to gather information. Pupils in Year 6 learn how to access, create and use a spreadsheet to record data.
43. The co-ordinator provides effective leadership. The resources for supporting teaching and learning have improved significantly since the last inspection, mainly as a result of national and local initiatives. The quality and range of resources are now satisfactory, although the computer suite accommodates only half a class whilst the other pupils have design and technology lessons. This reduces the amount of time available for specific lessons over the course of the year. The school has developed a clear policy and scheme of work which meets the requirements of the National Curriculum.

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

44. Teachers are beginning to use interactive whiteboards to enhance teaching and learning in their classrooms, but this is at the early stages of development. Although satisfactory use is made of computers in the suite to help pupils to learn, this is not yet sufficiently extended to learning in other subjects. In lessons seen during the inspection, computers in classrooms were used infrequently. The pupils use the Internet to carry out some research and for work in art for example. However, the co-ordinator understands the need and is taking action to ensure that ICT becomes a more integral part in the work across the curriculum.

## HUMANITIES

45. Not enough lessons were seen to make an overall judgement about provision in **geography** and **history**. Inspection findings for these subjects are based on the small number of lessons seen, the analysis of pupils' work and on discussions with pupils and teachers.
46. Inspection evidence indicates that standards are at the expected levels in both subjects. History and geography are planned as integral units of work from the school's schemes of work, based on the National Curriculum programmes of study and designed to meet the needs of the pupils. By the end of Year 6, pupils use their mapping skills to identify the European countries and important areas involved when studying life in the thirties and during the Second World War. They develop their knowledge of the London area and contrast this with life on an island in Scotland. Earlier work indicates that Year 6 pupils have considered environmental issues related to their study of the rainforests. Pupils have been encouraged to continue with independent work at home when producing individual projects in connection with their work in history and geography.
47. Although it is not possible to judge the overall quality of teaching, it was satisfactory in the lessons seen, with one lesson which was good. In the more effective lesson, the teacher developed pupils' understanding of how to use sources of evidence well by using a good range of discussion and questioning and strategies that engaged the interest of the pupils. The pupils were adept in applying their knowledge independently.
48. The co-ordinator for both subjects manages the subjects well. She has carried out a review of provision and is currently developing appropriate assessment procedures based on the school's scheme of work. She has had made good use of opportunities to monitor some teaching and learning within lessons and carries out scrutiny of pupils' work from across the school.

## Religious Education

Provision for religious education is **very good**.

### Main strengths and weaknesses

- Pupils are respectful of, and keen to learn about, other faiths
- The locally agreed syllabus for religious education is used well
- The co-ordinator has very good subject knowledge

### Commentary

49. Standards are well above those expected by the locally agreed syllabus and pupils achieve very well. Improvement since the last inspection is very good. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development and racial harmony in the school. Teaching is very good and pupils are provided with a range of interesting and relevant activities that captures their attention and progresses their knowledge very well. In discussion with pupils and through the scrutiny of work, it is clear that pupils are knowledgeable about key beliefs, teachings and practices of the world's main religions. Teachers include pupils very well. In one lesson the teacher involved several Arabic speaking pupils to read a short text to the class. The readers were confident and the class was appreciative of their skills. Good pace was maintained as the teacher used a very good balance of pupil participation, challenging questioning and direct teaching. The very good subject knowledge of the teacher kept the teaching and learning lively promoting respect and valuing of all faiths.

50. The subject co-ordinator has been in post for a very short time. She already has a very good overview of her subject and provides a good role model for staff. The subject is well resourced with artefacts from different faiths and materials to support teachers' planning effectively.

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

51. Not enough teaching was seen for an overall judgement to be made on the quality of provision for **art and design** and **design and technology**. Inspection findings for these subjects are based on the small number of lessons seen, the analysis of pupils' work and on discussions with pupils and teachers.
52. In **art and design** by the end of Year 6 pupils are skilful in the use of different media and achieve well above national standards. Pupils have a wide range of techniques at their disposal and use them with good effect. In preparation for paintings of favourite sport stars, for example, Year 6 pupils sketched a range of action poses using a clay figure; these were very well observed. The final paintings were carefully crafted including many details that breathed life into their work. In the one lesson seen it was evident that pupils enjoyed this subject and showed perseverance to produce a final piece of work. The teacher stepped the lesson with clear teaching points in order for pupils to follow and succeed in drawing a face in proportion.
53. Artwork is linked appropriately to other curriculum areas, thus broadening pupils' experiences of a particular subject. For instance, The Golden Temple of Amritsar was painted very well by pupils in a Year 5 class using watercolours. In contrast to the last inspection the co-ordination of this subject is now very good. There is very good guidance for staff on long and short term planning which gives a coherent approach to coverage. There is now a good scheme of work and pupils use a wide range of materials including those for three dimensional work and textiles very well.
54. From the evidence gathered in **design and technology** standards are in line with expectations. Resources are sufficient to support teaching of the subject. The teaching time allocated is satisfactory to cover the simple scheme of work, but this lacks challenge for more able pupils. Two lessons were seen, a Year 3 class was introduced to the topic of pneumatics and a Year 5 class made simple cars to be powered by air from a balloon. Pupils participated enthusiastically in these lessons. Although pupils' planning and making are features of the lessons, at times learning is over-directed, allowing little time for pupils to evaluate their work. In discussion, older pupils spoke with enthusiasm about things they had made and described some of the activities they had completed, such as the building of a structure with a deliberately limited choice of materials. Leadership and management of the subject are satisfactory and the co-ordinator keeps abreast of developments in design and technology by attending courses.

## **Music**

Provision in music is **very good**.

## **Main strengths and weaknesses**

- Standards exceed those expected and pupils achieve very well
- Opportunities for pupils to participate in wide range of musical activities are very good
- Very good use is made of the available specialist expertise

## **Commentary**

55. By the end of Year 6, standards exceed those expected and pupils achieve very well. Improvement since the last inspection is very good. Pupils in all years sing very well. They

benefit from excellent teaching which is supplemented very effectively by the outreach work provided by staff from the performing arts college to which many pupils transfer. Pupils sing strongly and maintain pitch and harmony very well. In a lesson for pupils in Years 5 and 6, pupils were inspired by the excellent singing of their teacher and the confidence the teacher gave them to sing well. Pupils' singing of 'Riversong' and 'Waterfall', for example, was very good.

56. The leadership and management of the subject are very good. The school employs a specialist teacher to lead the subject and to teach all classes. Pupils benefit greatly from this expertise. Because of this many pupils master the playing of basic wind and percussion instruments very well and their understanding of musical notation and composition is developed very effectively. There is a very successful school orchestra that gives regular performances for parents and community groups. These performances are very well received, with many pupils playing their chosen instrument very competently and successfully.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in all aspects of the subject
- The quality of teaching and learning is good
- The curriculum coverage of the subject is good
- Leadership and management of the subject and the provision of resources to support learning are good

### **Commentary**

57. By the end of Year 6, standards exceed those expected and pupils achieve well. Improvement since the last inspection is good. When playing netball pupils show that they understand the basic tactics of attack and defence well. They also acquire and apply skills, such as passing and taking up good positions, well. Pupils' attitudes to their learning are also good. They co-operate well when they work in groups and show good understanding when they observe the rules of games.
58. Teaching is good and all aspects of subject are taught well. Teachers plan their lessons and structure activities so that pupils acquire skills well and build effectively on their previous learning. The teaching of dance is very good. It is enthusiastic and successfully encourages pupils to do well. Consequently, pupils achieve very well and make rapid progress. They respond very well to opportunities to learn and refine new ways of moving which they combine into well performed sequences.
59. Coverage of the curriculum is good. For example, all pupils have opportunities to learn to swim and records show that many are successful. The management and leadership provided by the subject leader are good. Teachers benefit greatly from the good guidance they receive and the good quality of resources, which are well maintained and contribute well to pupils' good learning. A good programme of extra-curricular activities enables pupils to compete successfully in a range of sports. The Year 5/6 Kwik cricket team reached the semi-final of the Middlesex championships and the school received the Fair Play Award at the Claremont Sports Festival.

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

60. No teaching was seen during the inspection, so it is not possible to judge overall provision. However, based on discussions with pupils, teachers and the subject co-ordinator and an



analysis of supporting documentation, it is evident that pupils achieve well. The co-ordinator has ensured successfully that a good programme of work is taught throughout the school. This programme, along with the contribution made by assemblies, visits and visitors helps pupils to develop good attitudes, promotes self-esteem and develops their willingness to contribute to the community in which they live. The programme encourages pupils to be aware of the needs of others and to help those less fortunate than themselves. For example, pupils regularly contribute to charities, such as Barnardos and Help the Aged. The school also makes sure that pupils are well informed about the value of a healthy lifestyle and diet and about the dangers of drug and alcohol misuse.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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