

# INSPECTION REPORT

## **OAK FARM JUNIOR SCHOOL**

Hillingdon

LEA area: Hillingdon

Unique reference number: 102431

Headteacher: Peter Lawrence

Lead inspector: David Tytler

Dates of inspection: 13 - 15 September 2004

Inspection number: 267419

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
School category:	Foundation
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	363
School address:	Windsor Avenue Hillingdon Uxbridge Middlesex
Postcode:	UB10 9PD
Telephone number:	01895 238812
Fax number:	01895 258298
Appropriate authority:	Governing Body
Name of chair of governors:	Brian May
Date of previous inspection:	30/11/998

## **CHARACTERISTICS OF THE SCHOOL**

Oak Farm Junior is close to Uxbridge in the London Borough of Hillingdon and caters for 363 pupils aged 7 to 11 in three classes in each year group. Most pupils come from the immediate area with about two-thirds from a White British background and the remainder from a wide range of ethnic minority backgrounds. The largest single group is Asian British Indian (32 children). A small number of the pupils speak English as an additional language, but none are at an early stage of learning English. The number of pupils having special educational needs is broadly in line with the national average, although the number having statements is above. These children generally have learning or speech and communication difficulties. Pupil mobility is not an issue for this school. The school received an achievement award in 2000 and was recognised as an Investor in People in 2002. Children entered the school this September with standards well above the national average in writing, above in reading and broadly in line in mathematics. Children in the current Year 6, however, entered Year 3 with standards matching the national average in reading, but below in writing and mathematics.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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16472	Catherine Stormonth	Lay inspector	
20063	Gerry Slamon	Team inspector	Science Geography Information and communication technology Physical education Special educational needs
12764	Wendy Thomas	Team inspector	English Art and design Music English as an additional language
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Oak Farm Junior School provides a good quality of education for all its pupils.** Standards in Year 6 are above the national average in English, mathematics and science. Pupils achieve well overall and very well in English as a result of the good and often better teaching, and the high quality leadership and management of the headteacher. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Pupils attain high standards and achieve well as a result of the good and often better teaching.
- The governors of the school and all adults in the school are committed to ensuring that pupils achieve well.
- Early in the term, teachers had already established good relationships and effective routines to ensure that pupils settled quickly and behaved well.
- The personal development of pupils is very good and enables them to take advantage of all the very good learning opportunities available to them. The opportunities for pupils to widen their experience are excellent.
- Whilst there is regular and useful monitoring of teaching and learning, the role of the subject co-ordinators is not consistent.
- The provision for pupils having special educational needs or speaking English as an additional language is very good. The very effective support staff are well deployed to support learning.
- The school provides pupils with high quality care and values their views when planning for the school's future.
- Very good links with parents, the community, other schools and colleges make an important contribution to the quality of education provided.
- The accommodation limits teaching and learning, particularly for practical subjects.

Improvement since the last inspection has been good. All the key issues have been tackled successfully. Teaching has improved significantly as a result of consistent planning, regular monitoring and good procedures for gaining information on what pupils know and can do, and the use of that information to plan for pupils' individual needs. Homework is set regularly at appropriate levels and makes an important contribution to pupils' attainment.

### STANDARDS ACHIEVED

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

*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' overall achievement is good.** Unconfirmed results for the national tests in 2004 show that high standards have been maintained in English, mathematics and science. Standards in the current Year 6 are above the national average in all three subjects. Pupils of all abilities and from all ethnic backgrounds achieve well overall and very well in English, due to the predominantly good and better teaching. By the end of Year 6 standards in ICT match national expectations and standards in religious education match the expectations of the locally agreed syllabus. Standards in art and

physical education are above national expectations. Children entered the school this September with standards well above the national average in writing, above in reading and broadly in line in mathematics. Children in the current Year 6, however, entered Year 3 with standards matching the national average in reading, but below in writing and mathematics.

**Pupils' personal development is very good.** Their spiritual, moral, social and cultural development is very good. Pupils have positive attitudes to their work and behave well as a result of their teachers' very good behaviour management skills. The involvement of pupils in the life of the school is excellent and there are many opportunities for them to take responsibility and show initiative. They have a positive impact on the school through the effective school council. Attendance is good.

## **QUALITY OF EDUCATION**

**The school provides a good education for its pupils. Teaching and learning are good throughout the school with many very good examples seen. No lessons were judged to be unsatisfactory and one lesson was outstanding.** As a result of the quality of teaching, pupils achieve well overall by the end of Year 6 and very well in English. The curriculum is very good and relevant to the pupils. Extra-curricular activities are excellent. The very good level of care, guidance and support underpins pupils' very good personal development. The very good partnership with parents and the community makes an important contribution to standards and achievement.

## **LEADERSHIP AND MANAGEMENT**

**The school's leadership and management are very good overall.** The headteacher's high quality leadership and management ensure that the school remains focused on attaining high standards. He is very well supported by all staff and the governing body. The governance of the school is very good. Key governors have a very good understanding of the school's strengths and weaknesses and play an important part in planning the school's future.

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

Parents value all aspects of the school's work and appreciate everything it provides for their children. Inspectors agree with the positive views of parents. Pupils also have a very high regard for their school and appreciate the fact that their views are taken seriously and acted upon.

## **IMPROVEMENTS NEEDED**

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

- Spread the expertise that exists within the school and provide more consistent arrangements for subject co-ordinators to monitor teaching and learning in their subjects.
- Seek ways of improving the accommodation to provide better facilities for teaching and learning in the practical subjects and for pupils who are currently taught in portable classrooms in the playground.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

By the end of Year 6, standards are above average in English, mathematics and science. Pupils achieve well overall, and very well in English, as they move through the school.

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

- Standards in English have improved since the last inspection and have been maintained in science and mathematics.
- Pupils, including those with special educational needs or speaking English as an additional language, achieve well.

#### **Commentary**

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	27.2 (27.1)	26.8 (27.0)
Mathematics	26.5 (29.2)	26.8 (26.7)
Science	29.7 (30.6)	28.6 (28.3)

*There were 62 pupils in the year group. Figures in brackets are for the previous year*

1. Standards in English, mathematics and science are above the national average in the current Year 6, as they were in the national tests for 11-year-olds in 2003. When compared with similar schools, based on pupils' prior attainment in their Year 2 tests, pupils' attainment in the national tests in 2003 was well above average in English and above average in mathematics and science.
2. Children entered Year 3 this September with results in the national tests for seven-year-olds well above the national average in writing, above in reading and broadly in line in mathematics. Pupils in the current Year 6 entered the school with standards matching the national average in reading, but below in writing and mathematics. As a result of the good teaching, pupils make good progress as they move through the school and achieve well overall. They achieve particularly well in English. The school exceeded its challenging targets for the number of pupils to reach the expected Level 4 and the higher Level 5 in English and mathematics.
3. The consistently good, and often very good, teaching in all subjects helps pupils achieve well across the curriculum. By the end of Year 6, standards in art and design and physical education are above the national expectations for children of their age. Standards in design technology, ICT, geography and history match national expectations. Standards in religious education match the expectations of the locally agreed syllabus. It was not possible to see enough lessons in music during the inspection to make a judgement on standards.
4. Pupils with special educational needs are very well provided for and achieve well in relation to their prior attainment. Pupils who have special gifts and talents are identified and teachers plan appropriate work for them. The needs of these pupils are also well met through the excellent range of extra-curricular activities, which help them to achieve as well as they can.



5. Pupils speaking English as an additional language achieve standards in line with those of their peers. The school analyses data in terms of ethnicity and records show that these pupils achieve well. Some are in the highest attaining groups.

### **Pupils' attitudes, values and other personal qualities**

Pupils have positive attitudes to their work and are well behaved in classes and around the school. Pupils' very good spiritual, moral, social and cultural development underpins their very good personal development. Attendance and punctuality are good.

### **Main strengths and weaknesses**

- The good relationships throughout the school underpin the very good ethos, which ensures that all pupils are able to take advantage of all the good learning opportunities available to them.
- Assemblies give good support to pupils' personal development. The very good provision for spiritual, moral, social and cultural development, is embedded throughout the curriculum.
- The absence of exclusions reflects the pupils' good behaviour.

### **Commentary**

6. Good relationships throughout the school are based on mutual respect and trust. Pupils respect the views of others and know in turn that their own ideas will be listened to by others and taken seriously by adults. Pupils value the easy access they have to the headteacher, who is a key figure in setting the ethos of the school. As a result, pupils of all abilities and whatever their needs, work in an atmosphere free from oppressive behaviour.
7. The very good personal development of pupils, including their spiritual, moral, social and cultural development, is underpinned by the school's very strong ethos. The school's commitment to valuing the children in its care and ensuring that they achieve as well as they can is central to building pupils' confidence and self-esteem. Music and art are key elements in pupils' cultural development. Regular musical performances are appreciated and valued by the whole school community.
8. Pupils respond very well to the high quality behaviour management of their teachers and as a result, early in the start of the school year, classes are calm and purposeful and even the youngest pupils are beginning to develop self-discipline. Pupils who have just entered Year 6 already show maturity and are aware of the need to set good examples for others.
9. A key element in pupils' personal development is the teachers' determination to encourage pupils to think for themselves and refine their ideas, often through working collaboratively. As a result, pupils' spiritual, moral, social and cultural development is central to their personal development. This was a characteristic of assemblies and lessons in many subjects such as English, mathematics, science, geography, physical education and religious education. In geography, for example, Year 6 pupils researched the pros and cons of a proposed development at nearby Heathrow airport, before taking part in a debate, often arguing a case with which they did not necessarily agree. Pupils are also well prepared for life in a modern multi-cultural society. Overall, the pupils' spiritual, moral, social and cultural development has improved since the last inspection.

### **Attendance**

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

Authorised absence
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Unauthorised absence
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School data	3.9
National data	5.4

School data	0.4
National data	0.4

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

10. Pupils enjoy coming to school, attend regularly and punctually. The school has good arrangements for promoting attendance, which are well supported by parents.

### **Exclusions**

11. There have been no exclusions in the last 12 months.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education for all its pupils. Overall, teaching and learning are good and are underpinned by good arrangements for gathering and using information on what pupils know and can do. The good curriculum is significantly enriched by excellent extra-curricular activities, including a very good range of after-school activities. The support, advice and guidance provided for pupils are good. The involvement of pupils in the life of the school is excellent. The very good links with parents, the community and other schools and colleges make an important contribution to pupils' learning.

### **Teaching and learning**

Teaching and learning are good overall and good use is made of the information gathered on what pupils know and can do.

### **Main strengths and weaknesses**

- Pupils make good progress as they move through the school and achieve well as a result of the overall good teaching.
- Teachers and learning support assistants ensure that pupils of all needs and abilities can take a full part in their lessons.

### **Commentary**

#### **Summary of teaching observed during the inspection in 56 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (18%)	32 (57%)	13 (23%)	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.*

12. Teaching and learning have improved significantly since the last inspection, with a higher proportion of very good and better teaching. In an outstanding Year 5 ICT lesson the teacher's excellent use of resources and support staff resulted in a fast pace of learning being maintained throughout the lesson. Clear, crisp explanations and a very high level of direct teaching helped pupils to learn and develop their understanding at all stages of the lesson. The excellent relationships established resulted in pupils working hard and confidently asking questions when the need arose. Adults were very clear about what they wanted pupils to learn and were firmly focused on this throughout the lesson. As a result, pupils of all abilities achieved highly during the lesson. No lessons were judged to be unsatisfactory.
13. The inspection took place very early at the start of the school year and already pupils were responding well to their teachers' high expectations of work and behaviour, showing good

levels of concentration. Very good use is made of teaching assistants to support children's learning in the classroom and in small withdrawal groups.

14. The overall good, and often better, teaching enables pupils to achieve well. Teachers plan together to make lessons interesting and involve pupils in their own learning. In a very good Year 4 mathematics lesson, the teacher's own enthusiasm was emulated by the pupils, who all worked extremely hard. As a result, they were able to succeed at their own level. As a result pupils attained high standards and achieved very well.
15. A characteristic of most lessons was the teachers' good use of cross-curricular links to enable pupils to make good gains in knowledge and understanding. Pupils make good use of their literacy skills in other subjects and they use reference books well to find information on a range of topics. Their work in history and geography demonstrates this. They also use their good ICT skills for research and in presenting their work. Pupils use computers to support learning in other subjects such as English, science, music, art, history, geography and mathematics. There are also many opportunities for pupils to extend their numeracy skills in subjects such as science and design technology.
16. Teachers' good subject knowledge underpins good explanations and demonstrations. In a very good English lesson the class teacher's very secure subject knowledge enabled her to develop pupils' skills well and they made good progress in understanding the use of connectives.
17. In lessons otherwise judged to be satisfactory, teachers' introductions and explanations were sometimes over-prescriptive and pupils spent too much time on the carpet, rather than finding things out for themselves. In these lessons pupils' concentration dropped and they did not achieve as well as they should.
18. The very good teamwork between teachers and the skilled, dedicated learning support assistants enhances the learning of pupils with special educational needs. Pupils with special educational needs are effectively taught in line with the particular needs identified in their individual educational plans. These are well drawn up by class teachers. Teaching of small groups by the specialist teacher is very good. A significant number of pupils with special educational needs attain the expected standards in English, mathematics and science at the end of Year 6. This reflects the high quality support they receive. The teaching of pupils speaking English as an additional language is equally good. Planning ensures that these pupils are fully involved in lessons and receive appropriate support. As a result they achieve as well as their peers.
19. The generally good teaching is underpinned by good arrangements for gathering information on what pupils know and can do. The information is well used to plan for the needs of groups and individuals. Targets are set and discussed with pupils and parents so that everybody knows what needs to be done to improve performance. Lesson plans and teaching methods are adapted to address concerns identified by a careful analysis of results in a range of tests. The good assessment of pupils having special educational needs or speaking English as an additional language ensures that their needs are quickly identified and met.

## **The curriculum**

The good curriculum is relevant to all the school's pupils and is enriched by an excellent range of extra-curricular and after-school activities, together with many visits and visitors. Resources for learning are good and support the curriculum well. The accommodation, however, is unsatisfactory and limits teaching, particularly in the practical subjects.

## **Main strengths and weaknesses**

- The curriculum is well planned, rich and varied, providing pupils with a good range of interesting learning activities.
- The use of cross-curricular links is a strength of the school.
- Enrichment of the curriculum is excellent.
- Personal, social and health education is good and underpins pupils' personal development.
- Planning ensures that pupils of all needs and backgrounds are very well included in all the school's activities.

## **Commentary**

20. The well-planned curriculum provides pupils, including those with special educational needs or speaking English as an additional language, with a good range of interesting and relevant activities that engage and hold their interest. At the same time, curriculum planning provides securely for the teaching of literacy and numeracy skills.
21. Year groups plan together to provide a consistent approach to teaching and learning, although individual teachers have their own styles matched to the needs of their classes. Detailed planning also ensures that strong cross-curricular links are a striking feature of many lessons. As a result, pupils make particularly good use of their skills in literacy, numeracy and ICT across the curriculum.
22. The curriculum meets statutory requirements and is kept under review to ensure that it remains relevant to the pupils. The school does not set by ability in any subject, but regularly checks pupils' progress to ensure that they are grouped appropriately in English and mathematics.
23. The good provision for personal, social and health education makes an important contribution to the pupils' personal development, their positive attitudes and good behaviour. Opportunities for enrichment are excellent and a priority of the school. Pupils' experience is widened through a very good range of visits to places of interest and visitors into school. They also benefit from a very good range of well-attended, high quality after-school activities. Taken together, these help the pupils to grow in confidence and self-esteem.
24. The curriculum the school provides for pupils with special educational needs or speaking English as an additional language is very good, ensuring their inclusion in lessons and in all aspects of school life. The excellent provision for extra-curricular activities, curriculum events and public performances, helps pupils to develop their special gifts and talents.
25. The curriculum is very well supported by the school's good resources for teaching in all subjects of the National Curriculum and religious education. The accommodation, however, is unsatisfactory despite efforts to improve it. It is cramped and hampers the teaching of the practical subjects in particular. Facilities in the temporary classes are not good.

## **Care, guidance and support**

The school provides very well for the care of pupils and provides them with very good guidance and support. Pupils' involvement in the life of the school is excellent.

## **Main strengths and weaknesses**

- The care provided for pupils is a key strength of the school and helps pupils to achieve their best.
- Pupils value the very good working relationships they develop with all adults in the school.
- Assessment information is used very well to provide highly effective support and guidance.
- Pupils' views are actively sought and acted upon, playing an important role in school improvement.

## **Commentary**

26. The school has a fully inclusive approach to helping others in a very supportive and caring community. Pupils feel they always have someone to turn to if they are ever worried or troubled. Teachers and support staff know their pupils very well and any issues or underperformance are detected quickly. Where this occurs, pupils are helped and supported and issues resolved effectively.

27. Pupils have a good understanding of how well they are doing and know their own learning targets. The use of day-to-day assessments and other assessment information is used very well to guide pupils and to raise standards. Pupils' personal development is also tracked closely to ensure pupils are making the most of all opportunities in the school to develop both academically and personally.
28. Pupils with special educational needs are monitored closely and receive the attention and support they need to make good progress. Overall, the care shown to pupils who have special educational needs is very good. Every effort is made to ensure that they can play a full part in the life of the school. A similar level of support is provided for pupils speaking English as an additional language based on accurate assessment and good use of the information to plan for their individual needs.
29. Child protection arrangements are very good. Pupils with a range of medical needs are catered for very well: individual care plans are excellent. When pupils are ill or injured they receive a high level of care and attention. All the risk assessments and routine checks for health and safety throughout the school are thorough and issues are addressed swiftly. Security arrangements are good.
30. Induction arrangements are very good. Pupils move from the infant school to the junior school easily and adapt very quickly to the new routines. Pupils have a definite voice in school. The school council has a tremendous impact on school improvement, such as the adventure equipment, improved playground areas and school lunches. Pupils talk openly and easily to their teachers and classmates, and can put forward ideas and opinions, confident that the school will listen. A recent exit poll of Year 6 pupils found very high satisfaction levels with all aspects of the school.

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

The links with parents, the community and other schools and colleges are very good.

### **Main strengths and weaknesses**

- The very strong partnership with parents supports pupils' academic and personal development very well.
- The school seeks parents' views and reacts to ensure high satisfaction levels across all aspects of school life.
- The school has excellent links with the infant school that benefit learning and provide a very smooth transfer arrangements to the juniors.

### **Commentary**

31. Parental support for pupils' learning and for the wide range of school activities is very good. Parents feel they have a true partnership based on high quality two-way communications and mutual trust. Parents who responded to the questionnaire and attended the parents' meeting expressed great confidence in the school across all aspects. When parents do raise concerns, such as the lack of information on homework and curriculum planning, the school acts quickly and deals with the concerns promptly.
32. The school is very approachable and parents find it very reassuring to be able to pop in and talk to staff whenever the need arises. Formal consultation evenings and displays of work are very well organised and attended. Reports to parents on their children's progress are very good, especially in the core subjects of English, mathematics and science, where individual progress is reported in detail and advice on how to improve is helpful. The quality of other information such as newsletters, homework guides and curriculum planning is also very good. The very active Friends of Oak Farm offers a busy and well supported social calendar and raises large sums for the school.

33. The parents of pupils who have special educational needs are very supportive of their children. All attend the annual reviews, and know they can meet the special needs co-ordinator whenever they have a concern. The parents of pupils speaking English as an additional language are equally well involved in their children's learning.
34. Links with the local community are very good. Police, the school nurse, fire service and a host of other visitors, help to enhance personal development. Links with local churches, synagogue and mosque enrich learning especially in religious education, art and history. The school choir sings locally and takes part in concerts organised by a local choral society. The school is very active in the neighbourhood sports association and takes in many local sporting activities. There are links with the local residents' association: local issues are raised and initiatives supported.
35. Links with other schools are very good overall: links with the infant school are outstanding with many shared activities and resources that support learning. Staff from the two schools work very closely and achieve very good curricular continuity and transition arrangements. Links with receiving local high schools are good, easing pupil transfer to secondary school and accommodating work experience placements. The school is in partnership with a university and accepts trainee teachers.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. Governance of the school is also very good and it is managed very effectively.

### **Main strengths and weaknesses**

- The headteacher's high quality leadership provides the focus for raising standards.
- Good systems track standards, achievement and the quality of the education provided.
- Governance of the school is very good. The governors are a strong and supportive team playing a major role in the school's work.
- The monitoring of teaching and learning by key staff is inconsistent
- The training of staff is linked to the school's major priorities as well as the professional development of staff.

### **Commentary**

36. The headteacher provides the school with very good leadership based on the philosophy that children come first and every child should have the opportunity to fulfil his or her potential. This vision is shared by the whole school community and permeates everything the school does. Great value is placed on promoting pupils' all-round development which results in high academic standards and very good personal development. The headteacher is very successful in promoting strong teamwork and commitment from staff. The school's very positive ethos emanates directly from the headteacher and underpins the school's success.
37. The headteacher is also a very good manager and energetically ensures that the systems put in place for overseeing the school's performance are driving up standards very effectively. The curricular reviews, termly planning meetings, curricular support group meetings, self-evaluation and analysis of test results all contribute strongly. The five school improvement plan priorities also focus on higher standards, but there is little emphasis on the impact they are each expected to have on learning.
38. The governing body is a committed and effective team. Governors are very well informed by the headteacher and other key staff, and have a clear understanding of the school's strengths and areas for further improvement. Many governors are regular visitors to the school and play an active role in its strategic planning. While governors fully understand their role in supporting

the school, they are also very aware of their role as a critical friend. They are vigilant in questioning the school about its work, requiring it to have high expectations and to account for its performance. Statutory requirements are fully met.

39. Subject leaders and other key staff play a pivotal role in school developments. They have secured considerable improvements in their areas, especially in mathematics. Co-ordinators, however, need more time to monitor teaching and learning, and to be actively involved in ensuring that any new developments in their areas are effectively implemented.
40. Retention of staff is very good and many teachers have been at school for a long time. They constitute a strong and very experienced team. Staff stay motivated by thriving on the constant challenge to improve standards and being given responsibilities that they enjoy. The excellent arrangements for performance management are very effective in bringing about improvement. All staff have personal targets and receive training linked to the school development plan and to underpin their own professional development. The school's mission statement calls for the development of *all* in the school and this is fully reflected in practice.
41. The management of provision for pupils speaking English as an additional language is very good, with the headteacher having overall responsibility. A very effective classroom assistant supports pupils at the early stages of learning English with some guidance from the special educational needs co-ordinator. She regularly attends courses in order to improve her knowledge, develops good resources and makes a very effective contribution to pupils' learning.
42. Provision for special educational needs is very well managed by the special needs co-ordinator. All aspects of the administration of special educational needs are well organised. Documentation is up-to-date, and individual education plans are working documents that are regularly reviewed and updated. The link governor meets regularly with the co-ordinator and is very supportive of the work of the school.

## Financial information

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

Income and expenditure (£)	
Total income	937,378
Total expenditure	910,259
Expenditure per pupil	2,508

Balances (£)	
Balance from previous year	107,368
Balance carried forward to the next	134,487

43. Day-to-day administration is efficient and office staff and the bursar are well qualified, contributing very well to the smooth running of the school. Financial procedures are very good and there is tight control of expenditure against agreed budgets. All resources are used to support clearly identified educational priorities. The school has carried forward substantial sums in the past few years to fund a major building project which recently foundered because of additional funding difficulties. Instead, the school has carried out some refurbishment, improved ICT resources and has improved the quality of the building for the benefit of all. The school successfully strives to get best value in all its spending decisions.



## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**.

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

- Standards are above average.
- Pupils achieve very well.
- Teaching in English is good.
- The subject is well led and managed.
- Pupils use their literacy skills well in other subjects.

#### **Commentary**

44. By the end of Year 6 standards in English have been consistently above or well above those attained by pupils nationally for the last four years. The unconfirmed results in national tests for 2004 indicate that this trend has been maintained. Whilst the inspection took place very early in the school year, lesson observations show that pupils are on course to attain standards that are above average. A significant proportion of pupils are on course to attain standards that are well above average. Pupils have good speaking skills and listen well to their teachers and to one another. Teachers provide good opportunities in lessons for pupils to discuss their work in pairs and in small groups. Pupils are confident in speaking to visitors and in presenting their work to the class.
45. Pupils read aloud confidently and with good expression. They enjoy reading and talk enthusiastically about the good range of books they have read. Many pupils took part in a reading programme at local libraries during the summer holidays and wrote reviews about their favourite books. Pupils are confident in using the library and their well-developed reference skills enable them to find information on different topics across the curriculum. Pupils talked about the activities they had enjoyed in the reading and writing clubs in the past year and were looking forward to them starting again this term.
46. Pupils' writing skills are above average and they are developing a sense of audience. They choose vocabulary well, using phrases that engage the reader. In writing a passage of biography, for example, one pupil wrote of his subject, "the world was blessed with a maths genius." Pupils show an understanding of appropriate style for biographical writing. Pupils' standards of spelling, grammar and handwriting are good. They present their work neatly.
47. During the lessons observed, pupils' good attitudes and the good teaching they receive enabled them to make very good progress. School records show that the current Year 6 pupils joined the school with average standards in reading and below average standards in writing. Work in their books shows that they make very good progress and the majority are on course to attain above average standards in reading and writing by the end of the year.
48. Teaching in English is good overall. In more than half the lessons observed, teaching was good or better. No unsatisfactory teaching was observed. Teachers have secure subject knowledge and seek to provide an interesting range of activities to motivate and engage pupils. Marking of pupils' work is usually constructive and gives pupils guidance on how they can

improve their work. In the best lessons, teachers use open ended questions that enable pupils to respond at different levels. They ensure that questions are directed to different groups of pupils to ensure that all are involved. Skilled teaching assistants are well deployed and make an effective contribution to pupils' learning, especially in supporting those pupils who have special educational needs. Lessons proceed at a brisk pace, which engages pupils' interest and well chosen activities provide a good level of challenge for pupils at different stages of learning. Pupils speaking English as an additional language, or having special educational needs, make progress in line with their peers and often attain good or very good standards.

49. In those lessons where teaching was satisfactory, some teachers were still getting to know their pupils at this early stage of the term and activities were not always challenging enough for the more able pupils. Occasionally, pupils were a little restless and inattentive, as they had not yet got used to the teachers' routines and expectations for their behaviour.
50. The subject is well led and managed. The co-ordinator has a good understanding of standards in English and of what needs to be done to bring about further improvements. She has led professional development for colleagues and regularly reviews pupils' work in books. She has not recently monitored teaching and this is an area for development. Pupils' progress is monitored through effective assessment arrangements and target setting. Pupils and their parents are fully aware of individual targets. There has been good improvement since the previous inspection.

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

51. Pupils use their reading and writing skills well across the curriculum. They are confident in using reference books to find information on a range of topics. Their work in history and geography demonstrates this. They often use the library to find information. Their good skills in ICT also support their research skills and presentation of their work.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 6.
- The subject is very well led and managed.
- Planning clearly identifies the different levels of challenge that are set for pupils.
- There is a positive learning ethos in lessons because pupils are managed very well.
- Classroom space limits group work and investigative mathematics.

### **Commentary**

52. National tests at the end of Year 6 have shown improvement in each year since 2001 and are above the national average for all schools and for similar schools. Overall, there has been significant improvement since 1999. Currently, standards are judged to have been sustained above expected levels and pupils are achieving well. Pupils with special educational needs also achieve well with carefully targeted support from both the class teacher and learning support assistants. There is no significant difference between the progress made by boys and girls, or by pupils from minority ethnic groups.
53. Teaching and learning in mathematics are predominately good, but range between satisfactory and very good. Teachers share the objectives with pupils at the beginning of the lesson and usually ask pupils how well they think they have understood what has been taught at the end. Teachers are secure in their subject knowledge. Support staff know what is expected of them and the difficulties that particular pupils may have, so that they may give the extra attention that

is required. Planning is detailed and clearly identifies how the independent work that is expected of the pupils will be graduated to accommodate the differences in ability between the most and least able. Most pupils find the work stimulating and interesting. This motivates them and they respond by working hard and showing high levels of enjoyment. Class routines are very good and play a positive part in maintaining good behaviour and the quality of learning in mathematics. All adults praise good work and encourage pupils to succeed.

54. Relationships are good and pupils respond confidently. They are keen to participate and show what they know, understand and can do. Most pupils take great care over the presentation of their work, which is nearly always at least good. As a result, achievement in lessons is usually good. However, classrooms are crowded and room for movement around them is very restricted, so that the opportunities for pupils to participate in group work and investigative mathematics are limited.
55. The enthusiastic leadership of the subject co-ordinator is influencing positively the continued improvement in mathematics. A review of mathematics has been completed and an appropriate subject improvement plan is being implemented. Lesson observations by the co-ordinator have been undertaken and resources have been improved. Detailed analyses of the national and non-statutory tests have been carried out. The conclusions drawn from this monitoring and the resultant changes made are good indicators that the subject is being very effectively led. Overall, the subject has made good improvement since the last inspection.

### **Mathematics across the curriculum**

56. There are many opportunities for pupils to extend their numeracy skills in other subjects. For example, ICT is used to complete spreadsheets and illustrate the findings in graphical form. In science, pupils measure temperature, and in design and technology they measure length.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weakness**

- Standards of attainment by the end of Year 6 are above the national average.
- Teaching is good throughout the school and pupils achieve well.
- There is an increased emphasis on teaching investigative skills.
- Higher attaining pupils in Year 6 now need more opportunities to plan independently, choose apparatus and carry out their own experiments.
- The subject is well led and managed.
- Pupils with special educational needs are very well supported to achieve as well as their peers.

### **Commentary**

57. The good standards identified at the time of the previous inspection have been well maintained and pupils achieve well year-on-year. In the 2003 national tests, 94 per cent of pupils achieved at least the expected standards, 51 per cent of whom achieved standards better than those expected for 11 year olds. Provisional results in the national tests for 2004 indicate that standards have been maintained. These results reflect the good quality teaching which allows pupils to achieve well. The quality of teaching and learning has improved since the last inspection and is now invariably good or better.
58. The co-ordinator has carried out a thorough analysis of test results and there is an increased emphasis on investigative science. Some good examples of this were seen during the inspection and in pupils' work from last year. The next step planned is to give higher attaining pupils more freedom to devise, plan and carry out experiments of their own choosing.

59. By the end of Year 6, pupils carry out group experiments well, understanding how to construct a fair test. They work in a mature and methodical way. For example, pupils in Year 6 carried out investigations to find out if the distance jumped had any relationship to leg length or how lung capacity related to height. There was a good balance between the teaching of skills and time for pupils to discuss and record their findings. In this and other lessons seen, there was a strong emphasis on pupils using the correct scientific terminology, predicting outcomes, measuring with precision and recording their work in charts, tables and graphs. The subject makes a very good contribution to pupils' English and mathematical skills. Teachers make increasing use of ICT to support pupils' learning in science.
60. Teaching is good because teachers plan their lessons very well, based on their good knowledge of the subject, and as a result they are well focused on what they want pupils to learn. Tasks are interesting and pupils enjoy the practical nature of the subject. Learning support assistants are very well deployed to ensure that pupils with special educational needs or speaking English as an additional language are fully included in the lesson and achieve as well as other pupils. Adults have very positive relationships with pupils. This results in good behaviour and attitudes to work. The quality of teachers' marking is good, clearly indicating what pupils need to do to improve and challenge their understanding. Regular revision consolidates pupils' learning and helps them retain what they have been taught. As a result, pupils are good at applying their knowledge to new situations.
61. The subject is well led and managed. The co-ordinator is aware of strengths and areas for development. She does not, however, have enough time to monitor teaching in order to ensure that new initiatives, such as the development of investigative science, are effectively implemented and improved upon. The size of some classrooms offers limited space for practical tasks, but teachers make good use of hallways and any other spare space to compensate for this. The co-ordinator has built up a good range of resources to support developments in science. Pupils are regularly tested at the end of each unit of work and teachers are well aware of what pupils know, can do and understand. Planned work is usually appropriate to the needs of different groups of pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **good**.

### **Main strengths and weaknesses**

- The overall quality of teaching is good and pupils achieve well.
- The co-ordinator has a clear plan for future development.
- There is a good scheme of work to support teaching and learning.
- The structure of some lessons does not allow for enough direct teaching at appropriate levels as pupils work on computers.
- The co-ordinator does not have enough time to monitor teaching and new developments.

### **Commentary**

62. Standards at the end of Year 6 are in line with what is expected nationally for pupils of their age. Although standards at the time of the last inspection were reported to have been as expected, standards are now better because expectations of what pupils can do have increased very significantly. Pupils throughout the school achieve well.
63. All pupils in all year groups are taught appropriate skills in the computer suite. Improvements in provision have been too recent for pupils in Year 6 to cover all aspects of the subject in sufficient depth. The co-ordinator is aware of this and is introducing new resources to support learning in all areas of the subject. All indications are that pupils are achieving well and that

standards are rising. By Year 6, pupils have experience of multi-media presentation and confidently access information, on rivers of the world, for example, using CD-ROMS and the Internet. However, they have not had time to cover the full range of monitoring technology required by the National Curriculum.

64. The quality of teaching seen during the inspection was good overall. Teachers' planning is very good and learning intentions are clear. As a result, teachers are well focused on what they want pupils to learn. Pupils' good attitudes to learning and behaviour are the result of high quality relationships and high expectations.
65. In the very good lessons seen, teaching was well informed, highly stimulating and lessons were very well structured. Time was used efficiently and pupils spent most of the time on computers while teachers and support staff continued to teach, guide and challenge pupils as they worked. This allows staff to make good use of their assessment of pupils' varying abilities to teach them at appropriate levels. In a few cases, however, pupils sit for too long on the carpet at the beginning of lessons. In these instances, the pace of learning is slow and assessment information is not used effectively to deal with pupils' particular needs. As a result, progress is not as fast as it could be. The co-ordinator needs more time to monitor teaching to help ensure consistency of practice across the school.

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

66. Good examples were seen in work from last year of pupils using computers to support learning in English, science, music, art, history, geography and mathematics. The school has recognised the need to provide pupils with up-to-date computers in classrooms so that they can consolidate the skills taught in the suite to support further their learning across the curriculum. These computers are in the school and ready to be installed.

## **HUMANITIES**

67. Insufficient evidence was gathered to make secure judgements about overall provision in **geography and history**,
68. Three **geography** lessons were observed during the inspection. Evidence from these, discussions with staff and pupils and an analysis of completed work, show that teaching is good and pupils achieve well. Standards are in line with those expected at the end of Year 6, as they were at the time of the last inspection. Planning shows that the curriculum meets statutory requirements and is enriched by visits within the local environment and further afield.
69. The subject gives good support to pupils' social development and their sense of citizenship. Throughout the school, pupils recognise the way people can improve or damage the environment. Year 6, for example considers arguments for and against building a further terminal at Heathrow Airport and its impact on the local area and people. They are given good opportunities to research the subject to produce good quality individual topics, such as a European country of their choice, using books, maps and information and communication technology.
70. Pupils enjoy the subject and behave well in lessons. Some girls in Year 6 tend to lack the confidence to join in class discussions. Teachers are aware of this and sensitively try to get all to contribute. The history co-ordinator has recently assumed responsibility for geography. This allows her to identify useful links between the two subjects to help ensure that both are taught to sufficient depth. She does not have enough time to monitor teaching to measure the success of this new initiative.
71. Only one lesson was seen in **history**, but pupils' work, in books and on display, and teachers' planning were scrutinised. Planning indicates that the national guidance is used and the time

allocated is in line with that recommended. The subject forms a major part of study themes, often linked with geography, enabling pupils to gain a good understanding. When learning about the ancient Romans, Aztecs and explorers, for example, the two subjects are combined. Teachers also bring history alive through well chosen practical experiences, such as the use of visits to Roman Verulamium and the War Rooms at RAF Uxbridge.

72. In the one lesson seen, a Year 4 class, teaching and learning were good. This was because of the good relationships in the classroom and the effective way in which the teacher had planned with pupils' prior learning in mind. Pupils were able to discuss a series of statements about the Roman invasion of Britain in groups and sort the valid, for example, the Romans needed the tin, gold, wool and slaves, from the invalid, for example they wanted to come for their holidays.
73. The subject is well planned and the curriculum plan ensures good coverage and progression. Limitations in the school's accommodation sometimes create a cramped and distracting environment. The school library and Internet access help to support pupils in developing their research and enquiry skills. Progress is monitored by the use of the school's guidelines for assessment in the foundation subjects.

## **Religious education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Pupils learn respect and appreciation for the beliefs and values of others.
- Religious education and assemblies make a valuable contribution to pupils' spiritual, moral, social and cultural development.
- There are good opportunities to develop speaking and listening skills, but limited opportunities for extended writing to stimulate the more able.

### **Commentary**

74. Pupils attain standards that are broadly similar to the expectations of the locally agreed syllabus and achievement is mostly sound throughout the school. All pupils have equal access to the religious education curriculum. Only three lessons were observed and planning shows that many religious education lessons centre around discussion. As a consequence, there is limited written work to examine. Nevertheless, inspection evidence obtained by talking to pupils and looking at their work, and by talking to teachers and looking at their planning, supports the judgement that the quality of teaching and learning is good.
75. Overall, teaching and learning are good. The religious education curriculum is based on national guidelines and the locally agreed syllabus, which has been adapted to meet the needs of the pupils. It ensures that during their time in school pupils are able to experience and think about a wide range of issues and learn about Christianity and the other major world faiths. Planning is thorough, clearly indicating what pupils are expected to learn and usually indicates how the higher attaining pupils will be challenged and lower attaining one pupils supported in their learning. Teachers sensitively introduce difficult ideas to pupils, which underpin the good attitudes of tolerance and concern for others displayed by the pupils.
76. There are good opportunities for pupils to undertake focused discussion, develop speaking and listening skills and improve their personal and social skills, although pupils also use worksheets, labelled diagrams and, occasionally, extended writing to record what they have learned and understood. Skilful questioning by the teacher enables pupils to recall what they have learned previously and build on this in the lesson. Pupils' work shows that they are interested in the subject and they present their work well.

77. Assemblies develop pupils' spiritual, moral, social and cultural understanding well. Most include a quiet time when they can reflect on the theme of the assembly. In one, a skateboard was used to very good effect to gain the pupils' attention, whilst another used their fascination with animals to equally good effect.
78. The co-ordinator provides good leadership and management of the subject, monitors teachers' planning and samples pupils' work. Assessment procedures are securely in place and pupils' progress is regularly monitored, following the school's guidelines for the foundation subjects. Resources have improved and effective use is made of artifacts. There has been satisfactory improvement since the last inspection.

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

79. Only two **art and design** lessons were observed during the inspection so it is not possible to make a secure judgement on teaching and learning. Work on display and in pupils' sketchbooks, however, indicates that standards are above average. Samples of pupils' work show that a good range of work is covered. Pupils work with paint, pastels, collage and clay as well as using computer programmes. They explore colour, shape and tone in their drawing, painting and pattern making. Artwork is well linked to different curriculum areas. For example, pupils make models of Tudor houses and paint miniatures in the Tudor style as part of their work in history. Art makes a good contribution to pupils' cultural development through their study of African art, using batik and making clay masks. In a good Year 3 lesson, pupils made good progress in their observational drawing techniques.
80. Only one **music** lesson was observed during the inspection so it is not possible to make an overall judgement. Pupils were heard singing in assemblies and in a Year 4 singing practice. Pupils sing tunefully and have secure rhythmic skills. When learning new songs they listen well and learn the melodies quickly and accurately. Pupils enjoy listening to music such as Gershwin's *Rhapsody in Blue*, in assemblies. They have the opportunity to learn to play a range of musical instruments, as well as taking part in choir, keyboard and guitar clubs. At the time of the inspection these clubs had not yet resumed after the summer holidays so were not observed. Pupils reported that they greatly enjoy taking part in the regular school productions in which music plays an important part.

### **Design and technology**

Provision in design and technology is **good**.

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

- Pupils develop their design and evaluation skills well.
- Pupils collaborate well when investigating design.
- There has been good improvement in the subject since the last inspection.

#### **Commentary**

81. Pupils in Year 6 achieve levels of knowledge and skill in design and technology which are broadly average. Two lessons were observed, but further evidence obtained by talking to pupils and teachers and by looking at pupils' work and teachers' planning confirms that the quality of teaching and learning is good overall.
82. Overall, the quality of teaching and learning is good and pupils achieve well as they move through the school. The quality of teachers' planning is good and the scheme of work shows good coverage of all aspects of the National Curriculum for design and technology. The

emphasis given to investigation, design, making, evaluation and modification ensures that all pupils are motivated to complete their work to a high standard.

83. Pupils are encouraged to carry out research before beginning their design project. This was particularly apparent in a lesson in which pupils were looking at the design of different puppets. In a very mature manner they discussed ways in which different materials had been used to meet best the purpose of the task.
84. All pupils are fully included in every aspect of the curriculum. Both girls and boys become very involved in their work and behave well. The collaboration between pupils in this subject makes an effective contribution to pupils' social development. Teachers are following appropriate assessment procedures, which provide helpful information when planning what needs to be taught next.
85. The subject co-ordinator is having a positive effect on standards and provides good educational direction for the subject. Although she monitors teachers' planning and pupils' work to ensure that all aspects of the curriculum are being taught, she has not yet been able to monitor the quality of the teaching and learning through observation of lessons. The school uses a variety of published guidelines for planning work to broaden the interest of the subject for pupils and this has contributed to the progress made. There are good links with science, as pupils use electricity to power a buggy in Year 6, and with history, as pupils construct Tudor houses. Older pupils are encouraged to write at length when evaluating their creation and younger pupils use tabular form to record their findings when tasting and evaluating the differing attributes of sandwiches. Good use is made of digital photography to record pupils' handiwork.

## Physical Education

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

### Main strengths and weaknesses

- Teaching of games' skills is good.
- An outstanding range of extra-curricular sport enhances the curriculum.
- The subject contributes well to pupils' social development.
- The subject is well led and managed and the quality of teaching is good.
- Queuing to use apparatus in some gymnastic lessons slows the pace of pupils' work and learning.

### Commentary

86. Lessons in games and gymnastics were observed during the inspection. Standards attained by pupils in both these aspects are above those expected nationally at the end of Year 6. Records indicate that pupils attain standards in swimming above those expected by the time they leave the school at the end of Year 6. The curriculum and pupils' social development are highly enriched through a wide range of extra-curricular sports' clubs and opportunities to take part in competitive sport with other schools. The school's results in these competitions reflect pupils' good attainment in the subject.
87. The overall quality of teaching seen was good. Teaching is guided by a broad and balanced curriculum which is designed to promote pupils' physical development and sense of achievement. Very good links with other subjects such as history and geography, support pupils' work in dance. Tudor and African dances and a study of dance since the 1930s, help to enrich pupils' experiences as well as their social and cultural development. Teachers manage behaviour very well so that all pupils work together happily and safely. As a result of teachers' high expectations and the very good relationships they establish in their classes, pupils enjoy their physical education lessons, behave well and work constructively together. Teachers and



support staff are well aware of the needs of less able pupils and ensure that boys and girls of all abilities are fully included in lessons. They make good use of pupil demonstration as a stimulus for improvement, and of competitive, small-sided games so that pupils can apply the skills they have been taught. The weakness in some gymnastic lessons is that, following stimulating floor work sessions, pupils are allowed to queue to take their turn on the apparatus. This slows the pace of work and diminishes the effects of warm up sessions.

88. The accommodation, both indoor and outside, and a good range of equipment, allow the subject to be effectively taught. However, storage space for large apparatus is very limited. The co-ordinator manages the subject well and provides knowledgeable advice for teachers. He has identified the need to provide teachers with further training in gymnastics, and for him to monitor the quality of teaching to help ensure consistency of practice.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)**

89. Timetabling arrangements during the inspection meant that it was only possible to see two lessons in PSHE, both in Year 6. Although the inspection took place very early in the school year, both these lessons made a good contribution to pupils' moral and social development. Weekly PSHE lessons are timetabled in every class: teachers plan circle time discussions as specific concerns arise. Appropriate arrangements are made for sex and drugs education. The police and fire service support lessons in personal safety.

## 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>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
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	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3

The effectiveness of management
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2
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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).*