

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

Ruislip

LEA area: Hillingdon

Unique reference number: 102426

Headteacher: Mr David Manley

Lead inspector: Mrs J Catlin

Dates of inspection: 13–15 September 2004

Inspection number: 267617

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	439
School address:	Herlwyn Avenue Ruislip Middlesex
Postcode:	HA4 6EZ
Telephone number:	01895 633240
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Eddie Lavery
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school is larger than most other primary schools with 439 boys and girls aged 3 – 11 years of age. Currently, less than one per cent of pupils are in receipt of free school meals and this is much lower than in most other schools. The proportion of pupils with special educational needs is lower than that usually found. The percentage of pupils with a statement of special educational needs is also below national figures. However, a wide range of special educational needs is represented even though the number of pupils involved is relatively small. The proportion of pupils from minority ethnic groups is average. Mobility of pupils in and out of the school other than at the normal time of admission is average. The socio-economic circumstances of the school are more favourable than usual. The attainment of most pupils on entry to the nursery is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides good value for money and a good quality of education. Teaching is good with some very good features and teachers promote an enthusiasm for learning. The leadership and management of the school encourage pupils to do their very best. The friendly, purposeful atmosphere around the school supports pupils' learning very well.

The school's main strengths and weaknesses are:

- By the end of Year 6, achievement is very good and standards in English are in the top five per cent nationally, and in mathematics and science they are well above average.
- The school provides a very good climate for learning, in and beyond the classroom.
- Most lessons are exciting and imaginative, fostering a wide range of skills.
- The school develops confidence in pupils, caring extremely well for each individual.
- The school's partnership with parents and the community is very strong.
- The marking of pupils' work does not always clearly identify what pupils need to know next.
- Pupils do not always have enough opportunities to take responsibility for their own learning.
- Overall, subject managers do not monitor and evaluate teaching and learning sufficiently.

The improvement since the last inspection in 1999 is good. Weaknesses identified at that point have been largely overcome. For example, teachers now effectively highlight the purpose of the lesson ensuring that pupils understand what they are to learn. Improvements in assessing what pupils already know ensure that work is better matched to the learning needs of all pupils. There are good systems for senior managers to check on the quality of teaching and learning but this is not the case for all subject managers. There are suitable programmes of work covering all subjects and areas of learning that help pupils build on what they already know and understand. The school is thorough in reviewing its performance, intent on improving it further. As a result, the quality of the school's self-evaluation is good. The governing body plays an effective part in school development and leadership. These strengths are significant aids to raising achievement in the school. The potential for further improvement is very good.

STANDARDS ACHIEVED

Pupils' overall achievement in literacy and numeracy is very good by the end of Year 6. Most children in reception are on course to reach expected standards for their age by the time they enter Year 1. In Years 1 to 2, standards are above average in reading, writing and mathematics. Achievement for these pupils is good in literacy and numeracy. Pupils in Years 3 to 6 are achieving very well in English, mathematics and science, building on their prior attainment. They achieve well in information and communication technology (ICT). Standards for the current group of Year 6 pupils are well above average in literacy, numeracy and science. They are above average in ICT. Pupils with special educational needs (SEN) and those from minority ethnic backgrounds achieve as well as their peers. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have good attitudes to school and they behave very well. Attendance is satisfactory.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	A*	A*	A
Mathematics	B	A	A	A
Science	B	A	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

QUALITY OF EDUCATION

The quality of education provided by the school is good. The school provides a broad curriculum, cultivating pupils' all-round skills both in and beyond the classroom. **The teaching is good** with many very good features. Teachers' knowledge, enthusiasm and enjoyment of their work are reflected in pupils' confidence and interest in learning. Pupils learn well because skills are taught thoroughly and imaginatively, ensuring that pupils understand. However, pupils do not always have a clear understanding of how successful they have been in their learning and what they need to know next. This restricts pupils' opportunities to take responsibility for their own learning. Children in the nursery and reception classes make a good start to their early education.

Pupils enjoy and learn from the well-designed outside environment and gain much from the wide range of clubs and special events. Links with the wider community are productive and enrich pupils' experiences. Parents, both past and present, are very actively involved with the school, and the strength of the home-school partnership is very beneficial to pupils.

LEADERSHIP AND MANAGEMENT

The quality of leadership is very good. The governing body is very effective in shaping the school's character, setting high expectations for the school and ensuring that all statutory requirements are met. The headteacher provides highly skilled leadership and shares his vision for the school with his staff. The deputy headteacher and subject managers are all helping to lead the school forward. The school is managed effectively in seeking to achieve the best for its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They are pleased with the teaching and praise the high quality of leadership. They value the breadth of education the school provides and the welcoming atmosphere which helps pupils to settle in rapidly. Pupils are proud of the school and appreciate their teachers. The school is very responsive to the views of parents and pupils, and that reinforces the sense of community.

IMPROVEMENTS NEEDED

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

- Clarify the roles and responsibilities of subject managers, and ensure they all have the necessary skills and opportunities to monitor teaching and learning systematically.
- Improve the use of assessment to ensure pupils have a good understanding of their own learning and how they need to improve.
- Develop pupils' skills in working on their own and finding things out for themselves.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement by the end of Year 6 is very good. Standards in literacy, numeracy and science are well above average by the time pupils transfer to secondary school and they are above average in ICT.

Main strengths and weaknesses

- The majority of pupils' achievement is very good and by the end of Year 6 standards are high.
- Pupils' skills in ICT are above average but they do not use them enough to support and develop their independent learning.

Commentary

1. At the time of the last inspection in 1999, standards at the end of Year 6 were described as above average in English, mathematics and science. Standards in ICT were average. In 2003, the school's Year 6 test results were very high in English, within the top five per cent nationally, and well above average in mathematics and science. Results compare very favourably with similar schools¹. Based on pupils' previous test results at the end of Year 2, the results for this group of pupils by the time they left the school in 2003 show very good achievement in English and good achievement in mathematics and science.
2. In 1999, standards at the end of Year 2 were well above the national average in reading, writing and mathematics. In 2003, the school's test results were above average in reading, average in writing and well above average in mathematics. Teachers assessed standards in science to be above average. When comparing these results with those of similar schools, standards in reading were average, in writing they were well below average and in mathematics they were above average. The less favourable results in writing in 2003 were due to a higher proportion of pupils with special educational needs (SEN) in this group of pupils.
3. The trend over time in Year 6 test results, from 1999 to 2003, is above that found nationally. The school exceeded the targets set for English and mathematics in 2003 and has repeated its success this year. The targets provide a high level of challenge and are securely based on the detailed records of pupils' progress kept by the school. There are no significant variations between the performance of boys and girls.
4. At present there are no validated national data available for 2004 with which to compare the school's test results. Nevertheless, it is very clear from the school's own data that pupils at the end of Year 6 in 2004 continued to achieve very well despite 25 per cent having been identified as having special educational needs. Whilst the figures show that English results are slightly down on those in 2003, where they were at an all time high, results for mathematics show a distinct improvement and science results have been maintained at 100 per cent for the third year running. Results at the end of Year 2 in 2004 show that pupils attained high standards in reading, writing and mathematics. The improvement in pupils' writing, up 11 per cent, is particularly commendable and reflects improvements in the provision for the youngest children in the nursery and reception classes.

¹ Comparisons with similar schools are based on the percentage of pupils known to be eligible for free school meals.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	30.3 (30.3)	26.8 (27.0)
Mathematics	29.9 (29.6)	26.8 (26.7)
Science	30.9 (30.0)	28.6 (28.3)

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

5. Most children in nursery and reception are likely to reach, and a significant minority exceed, expected standards in all areas of learning by the time they enter Year 1. Standards for children when they enter nursery are average. Standards for the current Year 2 pupils are above average in reading, writing, mathematics and science. Standards for the current group of Year 6 pupils are well above average in English, mathematics and science.
6. As a result of the good, and often very good, teaching and learning, which is a significant strength of the school's work, children in nursery and reception are achieving well. Pupils in the current Year 1 continue to achieve well and build on the good start they were given in nursery and reception. In the current Year 2, achievement is also good with all pupils challenged sufficiently in literacy, numeracy and science. Pupils' achievement in the junior classes is very good overall, although it is at its best in Years 5 and 6 where there is some very strong teaching. The progress pupils make is consistently good and results in very good achievement by the time they leave the school.
7. The school has high expectations for all pupils and, consequently, pupils respond very well by displaying very positive attitudes to learning and work hard during their lessons. This situation is supported by the very good leadership of the headteacher who has a strong commitment to ensuring, through his concern for the needs of all pupils, that they all flourish both academically and personally. Additionally, the very strong support given by parents ensures that by the time pupils leave the school at the end of Year 6 achievement for the majority of pupils is very good.
8. There is a register for gifted and talented pupils with 25 pupils identified as very able academically, and a further 11 pupils identified as having specific talents in sport. All these pupils achieve very well. Pupils with SEN also make good progress in relation to the targets set for them in their individual education plans (IEPs) and many make very good progress, achieve their targets and are removed from the SEN register. Pupils from ethnic minority backgrounds achieve as well as other pupils. There is no significant difference between the achievement of boys and girls. Within classes, assessment information is used effectively to identify and remedy gaps in learning. However, not all pupils have a good understanding of their own learning nor are they always clear about what they need to know next despite the school stating that pupils have individual targets for improvement that are shared with parents. Pupils achieve well in other subjects, including ICT where standards are above average despite classroom computers not always being used effectively to support learning across the curriculum.
9. Overall, pupils' literacy skills at the end of Year 6 are sufficient to enable them to make good progress in other subjects. Their well above average numeracy skills and their above average ICT skills are also sufficient to ensure good progress in other subjects, for example in science.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

Pupils' attitudes, values and other personal qualities

Pupils' very good behaviour and relationships in the school, reported by the previous inspection, are still evident. Their attitudes to school are good. Pupils' moral and social development remains very good, and their cultural and spiritual development is good. All groups of pupils show these positive qualities. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils' interest and participation in learning activities at the school are good.
- Most pupils behave very well as a result of high expectations set by adults; relationships in the school are very good. Pupils' moral and social development are very well supported.
- There are few opportunities for pupils to take the initiative and independently approach their work.
- Unauthorised absence is marginally above the national average.

Commentary

10. Through the curriculum, pupils learn social skills and moral choices and are motivated to see the rewards for their efforts. Their good performance is suitably rewarded, for example, through merit badges and house points. In well-managed and organised 'circle time', pupils develop right ways to react when frustrated or angered. In the school council, pupils effectively develop their understanding of democratic processes and their responsibilities. Year 6 pupils demonstrate responsibility by helping as monitors throughout the school.
11. Adults, by example, and the Catholic ethos of the school effectively promote calmness. Pupils have a very good understanding of the difference between right and wrong. Lessons run smoothly and good learning takes place. Outside, pupils play together happily in their play areas. Any anti-social behaviour like bullying is not a problem since the school effectively promotes and monitors pupils' personal development. Consequently, there have been no exclusions in the past year.
12. Religious education and acts of collective worship raise pupils' spiritual awareness. Visits to and visitors from parishes enrich pupils' religious experiences. Opportunities for wonder and reflection arise in other areas of the curriculum, like in science investigations, but they are not necessarily planned. Performing arts and visits effectively support pupils' cultural development. Some subjects, by the nature of their content, for example geography, raise pupils' awareness of diversity although opportunities are not always fully identified.
13. In class, pupils are willing to do their best especially when the work suits their ability and interest. Ample opportunities to participate in a variety of extra-curricular activities, including the music and sports activities, extend pupils' learning and help them to become independent and self-reliant. In lessons, however, pupils show less self-determining and self-regulating qualities as they do not have enough opportunities to develop these. Pupils with SEN work very well with the support staff.
14. Unauthorised absence sometimes occurs because some parents fail to notify the school why their child is absent or they exceed the agreed limit of family holidays during the term time. There is no truancy. Authorised absences are mostly due to illness. Absences have no measurable adverse effect on pupils' achievement because of pupils' level of interest in learning and this situation has improved considerably during the last year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.5
National data:	5.4	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 is good with some very good features, and teachers promote an enthusiasm for learning.

Teaching and learning

Teaching is good overall, with many very good features, and as a result pupils learn effectively. Assessment is good.

Main strengths and weaknesses

- Overall, teachers maintain high expectations of pupils' performance and behaviour.
- Lessons proceed at a brisk pace and this accelerates learning.
- Teachers provide a consistently productive learning environment in their classrooms.
- Pupils enjoy learning.
- Teachers' lesson planning is clear and detailed.
- The marking of and responding to pupils' work does not always make clear to pupils where they have been successful and what they need to learn next.

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	16 (30%)	32 (60%)	5 (10%)	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.

- Teaching across the school is good with many very strong features. This is an improvement since the last inspection as there was no unsatisfactory teaching observed and most teaching was good or very good. Teachers and learning support staff are conscientious and seek to improve their skills through advice and training. The teachers work together as a team and support each other very well. They plan lessons carefully, including precisely what skills are to be taught. The warm relationships in each class and pupils' eagerness to please result from the high levels of care that staff provide for each individual. Teaching is particularly effective in Years 5 and 6 where teachers maintain high expectations of pupils' performance and set high standards. It is especially good where teachers have a profound knowledge of the subjects they teach or are particularly enthusiastic about specific areas of the curriculum. This was especially evident in literacy, numeracy and most science lessons.
- Teachers explain the plan of the lesson clearly to pupils and tell them what they are expected to learn and how they are to conduct activities. Such clear explanations are coupled with a brisk pace that promotes rapid learning. A great deal of learning is packed into most lessons. Teaching is particularly effective when opportunities are grasped to make links with other

subjects, as in investigative reports in science and mathematics, which give pupils opportunities to further their literacy skills in a variety of ways.

17. Teaching and learning for pupils with SEN are good and they achieve well. Pupils are provided with good support from class teachers and learning support assistants who use their IEPs effectively to guide their work.
18. There is a consistency about the quality of teaching and a similarity in the way teachers use effective strategies to support learning. All, for example, are good at asking challenging questions about how things happen and why things work as they do. This extends learning well and promotes very good achievement by the end of Year 6. A productive learning environment and a business-like approach have been established in each class that generate serious attitudes to learning.
19. In the small number of lessons that were satisfactory it was often the pace and structure of the lesson that did not support pupils' learning effectively. Sometimes, the introductory part of the lesson lasted too long, which resulted in a slow pace to pupils' learning and their enthusiasm deteriorated. In a very few cases, the whole-class part of the lesson, pitched to meet the needs of all the pupils, did not challenge sufficiently the higher attaining pupils. These pupils were not encouraged to make an early start on their independent activities, which would have provided a greater challenge.
20. Homework is used well to consolidate understanding and is very well supported by parents. This makes a significant contribution to the parents' ability to support their children's learning in meaningful ways. Most teachers have a clear understanding of what represents high-quality teaching, and teaching is monitored effectively by the headteacher and his deputy against a clear set of criteria. The marking of and responding to pupils' work is, on occasions, inconsistent and there is scope for further improvement. There is room for an even sharper analysis of precisely what each pupil knows, understands and can do, so that teachers can show each pupil what they need to do to improve.

The curriculum

The quality of the curriculum is good. In the nursery and reception classes the breadth of the curriculum is very good. The school provides a very good range of extra-curricular activities.

Main strengths and weaknesses

- Provision for pupils with SEN is very good.
- All pupils have access to a broad and balanced curriculum.
- There are very good procedures for starting school, for moving from year to year and for transferring to secondary school.
- There is a very good range of extra-curricular opportunities.
- There are good links with the community.

Commentary

21. Since the last inspection the school has put in place programmes of work to support teaching. These are now ensuring that pupils' skills and knowledge are built upon, reviewed and revised as they move through the school. This enables them to achieve very well by the end of Year 6. The programmes of work for the reception and nursery classes are very comprehensive.
22. Links with other subjects are made across the curriculum and the school's teaching plans identify opportunities for these links. This helps pupils to deepen their understanding and to extend their learning. For example, in a Year 4 art lesson looking at the work of David Hockney, there was very good use of discussion between pupils about how they could use and apply form and colour.

23. Provision for pupils with SEN is very good and a strength of the school. All pupils have equal access to a broad and balanced curriculum. The school provides support for a range of SEN. Learning support assistants are very effectively deployed to support the needs of these pupils. In literacy and numeracy, work is matched to their needs, and pupils work in ability groups. Individual education plans are well prepared with clear and measurable targets, activities and resources that enable these pupils to achieve as well as other pupils.
24. Parents are kept well informed about the progress of their children. There are three parent and teacher meetings each year and a weekly opportunity to approach the teacher on Tuesday afternoons. Parents are also well informed about what their children are learning. Homework procedures are very good and it is clear what is expected from the pupils. From the very beginning, with the use of reading diaries for the younger pupils through to more formal homework diaries in the upper part of school, the homework supports what is learned in class.
25. The school provides a very good range of extra-curricular activities including cricket, football, rounders, netball, running, drama, choir, recorders, orchestra and computing. There are good links with other schools and the local community. For example, the local hockey and athletics club supports pupils in the development of their skills in this sport. The variety of visits made by the pupils and the varied visitors to school provide wonderful opportunities for learning. All these activities enrich and extend the quality of pupils' learning. When talking to the pupils about their clubs they were all very appreciative. They really showed enthusiasm for these activities and expressed how sad they would be if there were no clubs.
26. The school accommodation is satisfactory overall. In parts, space is limited. This is particularly so in the reception classes and their outside play area. However, good use is made of the space available and the good resources in school are used creatively to compensate for the limited space. There are plans to extend the school in the future and move the youngest children to more spacious accommodation.
27. Pupils are well prepared for later stages of education. The very good induction procedures for starting school and the good procedures for moving from class to class ensure that children are confident and happy. Time is spent on allowing pupils to get to know their new teacher and new learning environment before they move to a new class. In September, the youngest children have a calm start to school when each child receives personal attention from the staff.
28. The school meets the requirements for the provision of sex and drugs' awareness education. This is achieved in science lessons and with support from the school nurse and the school's welfare assistant. Additionally, there are annual visits to the school by the Life Education mobile unit.

Care, guidance and support

Pastoral care and support for pupils is good with many very good features and has been maintained since the last inspection. Advice and guidance for pupils to improve their work are good. The involvement of pupils through seeking, valuing and acting on their views is also good.

Main strengths and weaknesses

- The caring ethos of the school promotes a good learning environment.
- A good admission process effectively helps pupils to settle in quickly.
- Procedures for vulnerable pupils are in place and they are warmly looked after.
- Pupils feel safe and secure.

Commentary

29. The commitment of staff to the welfare and happiness of all pupils creates a good learning atmosphere. Parents are rightly confident that their children are fairly treated and well cared for. The school is vigilant about health and safety matters. Day-to-day care of the buildings ensures any perceived hazards are dealt with promptly. Arrangements to treat pupils who are unwell are good. Vulnerable pupils are effectively supported. The child protection liaison officer has good oversight of the procedures and she keeps others informed of issues. Supervision at breaktime and lunchtime is sufficient. The personal, health and social education is good and consequently raises pupils' awareness of relevant health and social matters, such as the ills caused by drugs in society. Staff responsible for the wellbeing of the youngest children ensure they settle in happily and that they and their parents quickly feel at home. Transfer to secondary schools is effectively supported.
30. The systems and procedures to check and monitor individual achievement and use of this information to support pupils' performance are good overall, but many pupils do not have a clear idea of what they need to do to improve their work. There are good systems and procedures for assessing pupils with SEN and staff provide very good care and guidance for these pupils.
31. Exchange of pastoral information between staff and records of discipline matters and rewards provide effective means to monitor pupils' personal development. This, along with the system of rewards and sanctions, promotes an atmosphere that is almost free of any oppressive behaviour such as bullying. Needs of vulnerable pupils, particularly their pastoral needs, are well supported and their progress is effectively monitored.
32. The school council and informal discussions with pupils provide effective means to gauge their views and involve them in shaping the work of the school. Pupils feel that they are listened to.

Partnership with parents, other schools and the community

Parents are very supportive of the school. Partnership with them has improved since the last inspection and now very effectively impacts on their children's learning. Good links with the local schools support the curriculum and pupil transfer. Links with the wider community helpfully extend pupils' learning and experiences.

Main strengths and weaknesses

- Parents' confidence in the school is very high and they keenly and successfully support their children's learning.
- Links with other schools and the wider community are productive.

Commentary

33. Parents feel very well informed about the work of the school and pupils' progress. The school prospectus and the governors' annual report contain useful information and meet requirements. The reading and homework diaries enable an effective dialogue between parents and teachers to take place and this supports the pupils' progress. Parents' views about the work of the school are sought and used to improve its work. Parents are also invited to individual and collective consultations where the curriculum and pupils' progress are discussed. Pupils' annual progress reports contain details of what they have achieved against subject specific learning objectives. These annual reports are supplemented with the good opportunities offered to parents to discuss their children's progress and become aware of their targets for improvement.
34. The school can rely on parents' co-operation in the education of their children. Homework is very well supported. Parents' attendance at meetings and activities is high. A number of

parents voluntarily help in the school, for example, by hearing pupils read and maintaining the library. Educational visits are very well supported by parents. As well as the regular reviews of progress as mentioned above, parents whose children have been identified with SEN are effectively consulted in the review of their children's IEPs. Parents helpfully support social events and religious events. The parent teacher association (PTA) actively raises money for the school.

35. Good support has resulted through the links with the community. Links with the secondary schools ensure smooth transition and enrich the curriculum. The Deanery schools group allows its members to share good practice and resources. Visits and visitors help to support the curriculum and contribute towards pupils' welfare and personal development. Pupils gain experience of community work, for example, by visiting elderly people in the area, sending Christmas cards to local residents and choirs singing at parish churches.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and governance of the school are very good. Governors have a very good understanding of the school's strengths and areas for development. They present both challenge and support to the headteacher and teachers in their continuing drive to improve the quality of education for all pupils. Both headteacher and governors have been particularly successful in their management of recent changes; the future strategic direction of the school is well mapped out and planned for.

Main strengths and weaknesses

- The very good vision of the headteacher and governors ensures that all staff have a clear strategic idea of the school's aims and aspirations.
- The very good leadership of the headteacher and the strong support of governors ensure that the school provides equal opportunities for all pupils.
- The leadership and management of SEN are good.
- Governors provide continual evaluation of standards through focused support and challenge.
- The new senior management team require development and training to ensure they have a clear picture of their responsibilities.
- Well-established opportunities for subject managers to carry out systematic monitoring of teaching and learning within their subjects are not fully in place.

Commentary

36. The headteacher provides very good leadership and is very ably supported by an experienced deputy headteacher. This stems from availability to staff, governors, parents and, above all, pupils. A clear vision of the school's future direction is very well communicated through an effective school improvement plan. The headteacher holds regular meetings with staff, governors and parents to review progress against this plan. Lines of communication to obtain the opinions of all parties are very good. The headteacher and senior staff make strenuous efforts to provide the best possible education for all pupils through very effective strategic planning. This is communicated to all, in what is a true 'family' school, where parents' and pupils' views are regularly sought.
37. Improvement since the last inspection is good, with the headteacher and senior staff now systematically reviewing teaching and learning. Less well established are opportunities for subject managers to carry out the same systematic monitoring of teaching and learning within their subjects. Data analysis by the headteacher and governors provides them with a very clear picture of the school's current performance and where their next priorities lie. The school has made significant improvements in its provision for pupils with SEN since the last inspection by ensuring that more pupils are taken off the register as a result of careful

monitoring of progress. All pupils with SEN are included in the life of the school and there is a governor who closely monitors the progress of the SEN policy.

38. School improvement planning is good and the performance management process addresses the school's priorities. The senior management team meets regularly. Actions taken from the school improvement plan are effectively monitored and evaluated.
39. The governing body is very knowledgeable, is a regular presence in the day-to-day life of the school, is supportive of staff and pupils and has a clear vision of how to raise the quality of education in the school. Governors are very effective in their roles in supporting specific areas such as SEN, literacy, numeracy and ICT. They meet regularly, have clear roles and provide regular reports.
40. Governors are a regular and familiar presence in school, taking every opportunity to participate in school life. They ensure that all statutory duties are fulfilled and are challenging about expenditure, standards of education and the school's targets for development. Financial management is very good. Budgets are systematically analysed; spending is very well planned and evaluated, with the principles of best value being rigidly employed. Outstanding surpluses are carefully allocated for future developments designed to improve both standards of work and the fabric of the school buildings. At present, the headteacher and governors are fully conversant with the plans for the school's expansion to three-form entry. Contingency plans are in place and careful financial management is ongoing.
41. Staff deployment is good. Support staff are very well managed; learning support assistants contribute to improving standards through their interaction and support of pupils with SEN. Cleaning staff, midday supervisory assistants and secretarial staff all make a significant contribution to the family ethos of the school. They are well known to pupils, respect them and receive respect in return.
42. Through rigorous self-evaluation and a desire to remove any complacency, the headteacher, governors and staff work as a team to ensure that all pupils receive the best education possible. A vibrant team spirit is tangible not only amongst staff but pupils and governors too.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,330,562
Total expenditure	1,215,893
Expenditure per pupil	2,436

Balances (£)	
Balance from previous year	130,000
Balance carried forward to the next	114,669

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision for these young children in the nursery and reception classes is **good**. This has been maintained since the last inspection.

When children start school in the nursery their overall attainment is broadly average. The careful planning and caring attitude of the staff enable the children to make good progress. Classroom accommodation is limited but the effective use of space and of the good resources helps the children to learn and develop through a variety of interesting play activities. The environment is bright and colourful providing attractive areas in which to learn. Children move to the reception classes either in September or January. The good progress made by the children in the nursery classes is maintained through the reception classes. As a result, by the end of the reception year most children meet expected standards by the time they enter Year 1. Some of the children exceed these, particularly in mathematical development. Assessments are carried out in all classes and teachers have good understanding of the needs of the children. However, in all areas of learning insufficient use is made of this information when planning for groups of children.

There is good quality teaching and learning for children in both the nursery and reception classes. The teaching is characterised by all staff working very well together as a supportive team. Teachers are experienced and knowledgeable about the curriculum. They effectively plan a range of challenging activities and hold high expectations that all want to learn. Children maintain their interest well and teachers use a good mixture of adult-focused and child-selected activities to develop the skills of independent learning. As a result, children of all abilities work co-operatively and collaboratively in large and small groups.

The management of the Foundation Stage is good. All staff work closely together and improvements have been made in the provision since the last inspection. There is a clear view of what needs to be done so that effective teaching takes place. There is a clear policy and programme of work. Planning for teaching is comprehensive with clear links between the areas of learning. The well-planned induction procedures for these young children provide very good support for both children and parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The system for introducing children and their parents to the classes is very good.
- Teaching provides good support for children so that they become more confident.
- All staff take very good care to ensure the emotional needs of children are very well met.
- Children behave well and are kind to each other.

Commentary

43. When new to the nursery (as some were at the time of the inspection), children are welcomed into a friendly, calm environment where a range of interesting play activities is set out. Because of this the children are happy and keen to start playing with their classmates. During the well-planned sessions the children move from one activity to another and are encouraged to try something new, take turns and talk about their play. Time is taken to show and explain routines. This supports the children as they learn and develop independence skills. The

reception classes follow a similar routine. The children show good independence skills, knowing where to find things and how to use play equipment. They talk to each other as they play and in a 'circle' time lesson a game of pass the smile enables each child to feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** and children make good progress.

Main strengths and weaknesses

- There are many opportunities for the children to develop speaking and listening skills so that they communicate effectively.
- The partnership with parents helps children to recognise sounds and words so that their progress in reading is good.

Commentary

44. In the nursery, speaking and listening skills are developed very well through activities such as role-play, the use of construction toys and opportunities to work creatively with different mediums. The teacher and nursery nurse play alongside and extend children's vocabulary or model discussions. The many visitors to the nursery provide interesting sessions where the children develop their listening skills. In the reception classes, time is given so that each child has an opportunity to talk to the rest of the class or group. In the home corner, children sit with the teaching assistant at a pretend picnic and talk in turn about the favourite toy they have brought to school. The children speak clearly and confidently and listen to one another.
45. Opportunities to write and make marks are provided with writing tables or corners. This gives the children opportunities to write spontaneously. In the nursery, early reading skills are developed through activities such as finding their name card and successfully identifying the sound of the first letter. At story time, a book about Teddy promotes a discussion on other things beginning with the same letter. The children show interest and enthusiasm for this activity and some of the older children are capable of also finding rhyming words for Teddy. In the reception classes the good links with parents help children to recognise letter sounds and words so that they make good progress in reading. A reading diary is a good communication between home and school. All classes have a range of interesting books that is freely accessible to the children. The reception children show a range of early reading skills. Some are aware of print and are able to distinguish separate words; others show early skills of retelling stories. All can handle books appropriately, holding the book the right way up and turning the pages in sequence.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good progress is made by children due to good teaching.

Commentary

46. Children in the nursery are learning to count through the provision of activities such as singing rhymes, clapping, playing numbered skittles and other games. The singing of 'Ten Green Bottles' introduces counting backwards and this focus is carried through to the outside play where children can play with ten green skittles. Some of the older children know that nothing is called zero and the teacher counts beyond ten when clapping to cater for the needs of a more able child. A table inside the nursery is set out with an array of interesting activities to help the

children's learning of mathematics through play. In the reception classes, children are given opportunities to count and match numbers to sets of objects. As the year progresses the children begin to record numbers. When looking at work from the past year it was evident that teachers match the work very carefully to the abilities of the children. This ensures the very good progress made.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good** in both the nursery and reception classes.

Main strengths and weaknesses

- There is an interesting curriculum that enhances children's learning across all areas.
- Very effective use is made of the locality.

Commentary

47. In the nursery, children enjoy many exciting experiences that help them to find out about the world around them. The variety of visitors to school provides children with very good firsthand experiences that develop their listening skills. Photographic records kept by the school show children cooking for Shrove Tuesday, tasting fillings and looking at pets such as rabbits and snails. In the reception classes, very good use is made of the locality. A record of a past visit to the bakery shows that excellent links are made with other areas of learning. Children write letters of thanks and show an awareness of early map-making by recording their journey. They draw various landmarks along the journey and record these in sequence in a big book.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** in both the nursery and reception classes.

Main strengths and weaknesses

- Adults join in with physical activities to make learning fun.

Commentary

48. In both the nursery and reception classes, good use is made of the outside play area to promote this area of learning. The good range of equipment provides children with opportunities to climb, jump, slide and balance. The children show a developing awareness of space and move with confidence. The good management of this space means that children use every corner to develop their skills. Children walking along the low perimeter wall show good balancing skills and awareness of others using the same facility.

CREATIVE DEVELOPMENT

Provision in creative development is **good** in both the nursery and reception classes.

Main strengths and weaknesses

- Techniques using a good variety of materials are taught clearly and effectively.
- Teaching is good.

Commentary

49. The well-equipped nursery provides many opportunities for children to develop their creative skills. Children are able to choose from a range of mediums to make pictures. They use musical instruments to explore and understand different sounds and the pleasure music brings. In the home corner they play along side each other, cooking the dinner or preparing a picnic. Every opportunity is taken by the nursery staff to help the children develop their language. There is a good balance between staff encouraging children to do the planned activities and the children initiating their own play. Children's skills and language are developed further in the reception classes through the teacher's encouragement to describe the different textures. By talking to the children about their intentions the teacher supports them in rehearsing what they are going to do and their understanding of how different mediums work. All of this adds to the good progress made.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 2 and 6 because of consistently good teaching.
- Standards are above average at the end of Year 2 and well above at the end of Year 6.
- Pupils with SEN achieve well because of effective support.
- Provision for literacy is a significant strength of the school as these skills are developed very well across the curriculum.
- The subject is well led and progress is carefully monitored.
- Marking gives encouraging comments but does not always tell pupils how to improve their work.

Commentary

50. Standards in English are high. They are above average in all aspects of English in Year 2 and well above average in Year 6. This represents very good achievement from pupils' average standard on entry to Year 1 to their well above average standard in Year 6. All groups of pupils achieve well and almost all lower attaining pupils reach average standards for their age. The school has made good improvement in the subject since the last inspection as standards have improved from above average to well above average by the end of Year 6.
51. The reasons why standards have improved and achievement is very good at the end of Year 6 are that:
- the National Literacy Strategy has been implemented well;
 - the headteacher and subject leader have been tracking pupils' progress with great care and taking remedial action where required, such as in writing;
 - the school has narrowed the gap in performance between pupils of different attainment through consistently good teaching and effective support for SEN.
52. The quality of teaching is consistently good with significant strengths in Years 3 to 6. One of the key characteristics of the good teaching seen was the way teachers managed their pupils very effectively. As a result, pupils know they are expected to work hard. The effective teaching of phonics and use of a good range of books help pupils to achieve well and reach above average standards in reading by the end of Year 2. From an early age, pupils are encouraged to discuss what they read, which contributes to their critical reading in Years 3 to 6, and pupils reach high standards by Year 6. Pupils are heard reading frequently at school and at home, and teaching assistants and parents make a significant contribution to pupils' reading. A particular strength in teaching is the way teachers use questions and discussion to

help pupils learn. There are many opportunities for speaking and listening when pupils speak confidently, and readily volunteer to answer questions and to read aloud in class. Consequently, standards in these activities are above average across the school.

53. The school has taken steps to improve the quality of teaching in writing because standards in this area were weaker than usual in 2002. Action was taken in Year 3 to provide extra support to this group of pupils. Standards are improving because staff have been given additional training and the subject manager has been monitoring the quality of teaching and learning. Teachers often put a strong focus on developing pupils' understanding of the use of language they encounter in reading so that they can make use of it in their writing. This was evident in a very good lesson in Year 5 when the pupils analysed and discussed features of a good story opening after reading a number of examples. Pupils are encouraged to write both fiction and non-fiction, which is linked to their work in other subjects such as geography or history. Work seen in pupils' books shows that by the end of Year 6, pupils learn to write at length, sustaining ideas, and using correct grammar and punctuation. Pupils learn to develop joined-up handwriting from an early age and so their handwriting is fluent by the time they leave the school at the end of Year 6. The presentation of work in books is generally good and the use of ICT is satisfactory.
54. Pupils with SEN receive much focused support from the co-ordinator for SEN and the learning support assistants. This helps them achieve well in reading and writing, often reaching standards expected for their age.
55. The subject is led and managed well with a strong commitment to improvement. The subject manager has identified priorities for the subject and has been successful in achieving them. Although assessment is regularly undertaken and pupils' progress is monitored, marking is not used consistently to show pupils exactly how well they are doing and what they need to do to reach the next step.

Language and literacy across the curriculum

56. Literacy is very well supported in other subjects of the curriculum. Consequently, pupils' speaking, listening, reading and writing are developed effectively in most lessons. There are very good examples of writing in history and geography. For example, the pupils in Year 6 have written extensively about World War II and about their residential trip to the Isle of Wight. Speaking and listening skills are used well in subjects such as ICT and art and design.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are strong.
- In all lessons there is evidence of pupils' interest in, and enthusiasm for, mathematics.
- The correct use of a wide variety of mathematical language aids pupils' understanding.
- Teachers' good subject knowledge and questioning skills result in very inclusive lessons.
- There are insufficient opportunities for investigational work.
- Assessment is not used well enough to inform pupils of their progress.
- The subject manager does not monitor teaching and learning closely enough.

Commentary

57. Standards in Year 2 are above average and in Year 6 they are well above average. Due to good standards of teaching and associated learning, pupils' achievement by the end of Year 6 is very good. The level of improvement since the last inspection is good, with more systematic

lesson planning and very good teachers' questioning for all abilities of pupils. This, linked with good teacher subject knowledge, leads to all pupils enjoying their mathematical experiences and showing good enthusiasm and interest. In a very good Year 6 lesson to a middle ability set, to develop a method to divide a three-digit number by a two-digit number pupils responded constructively to their teacher's presentation on an interactive whiteboard. Their levels of mathematical reasoning were high and they displayed very good abilities to describe this reasoning.

58. In a lively Year 2 lesson, the variety of activities and number games enabled all levels of ability to develop their skills of accurate rounding of numbers. Teachers' concentration upon posing questions to all abilities and giving time for less able pupils to think about their answers resulted in these pupils making good progress. Levels of literacy in many lessons are good, with all teachers concentrating upon improving pupils' descriptive mathematical language.
59. In lessons that are good or very good, teachers plan in detail. Learning support assistants are used well to ensure the inclusion of less able pupils. All abilities receive direct and open-ended questions. Pupils enjoy their work, co-operate with each other and behave very well. This is symptomatic of good mathematics teaching throughout the school, where teachers' knowledge of, and enthusiasm for, the subject inspire pupils to want to learn. ICT is not used well enough as a tool to aid mathematical learning.
60. Pupils receive a wide variety of opportunities to explore the different aspects of mathematical learning, with the greatest concentration upon numeracy. More opportunities for all pupils to use their skills in investigations that relate to their own experiences are needed. Examples of such teaching are present, as in a Year 1 lesson on ordering numbers when pupils thoroughly enjoyed placing a queue of animals in the correct order but opportunities for such work across the school are limited.
61. Assessment of pupils' abilities is made regularly; plans are in place, but are not used consistently, for teachers to develop a dialogue with pupils to enable pupils to understand the next steps they must take to improve their standards. Due to very good support from teachers and other support staff, pupils with SEN receive equal access to the whole mathematics curriculum.
62. Leadership and management of mathematics are very good from a knowledgeable and experienced subject manager, who enthuses both colleagues and pupils alike. A vision for the future direction of teaching and learning is well communicated, with challenges identified and planned for. At present, although some monitoring of teaching and learning is carried out by the subject manager, more could be done on a whole-school basis. Resources are good.

Mathematics across the curriculum

63. The development of numeracy across the curriculum is good. It is evident in subjects such as ICT, when pupils use their mathematical knowledge of block graphs to produce graphs of methods of travelling to school. In science, pupils measure the movements of the sun and moon and produce pulse rate charts to measure the work of the heart resting and after exercise. In history, pupils draw time lines and analyse the statistics of birthdays within classes. In geography, measurement of the rate of flow of a local river is carried out.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good and often very good teaching leads to high standards.
- Pupils' attitudes are very positive and they collaborate very well.

- Pupils lack experience in investigative aspects of the subject.
- Marking does not always show pupils how well they have succeeded or how to improve their work.

Commentary

64. Lesson observations and an analysis of work undertaken during the previous school year indicate that standards by the end of Year 6 are well above average. Standards in Year 2 are above average. Standards have been maintained since the previous inspection and inspection findings confirm these high standards. Pupils achieve very well in relation to their prior attainment on entry to the school. No significant differences were observed between the achievements of boys and girls, and pupils with SEN are well supported and achieve well in terms of their learning targets due to the good quality of support provided.
65. Pupils talk about their work in science with confidence and enthusiasm, indicating a good understanding of the work they completed last year. The work in their books supports this. Year 1 pupils have a good understanding of different light sources and investigate the properties of plastic. In Year 3, pupils sorted objects found in the classroom according to the material from which they were made. In Year 5, pupils talk in some depth and show a good understanding of how sunlight is reflected from the moon to Earth. In Year 6, pupils carry out investigations using magnets and are enthralled when they discover how to magnetise a paper clip.
66. Teaching is good overall, with some lessons being very good. In the best lessons, teachers rightly place an emphasis on investigations and the use of enquiry skills. Lesson planning is usually good and teachers use appropriate vocabulary when giving explanations. Generally there is a good match of task to pupils' abilities, but some lessons are too prescriptive, which means that pupils are restricted in the development of their scientific skills and in developing their own recording methods. Teachers mark the work conscientiously, but marking does not consistently tell pupils how well they have done in the lesson or how the work could be improved. ICT is not always used effectively within science lessons.
67. Science is led by an enthusiastic subject manager who has a good knowledge of the subject and ideas for developing it further. However, she has only been in the school for two weeks. There is a programme of work to aid teachers in their lesson planning, but this needs updating to reflect current practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers' subject knowledge, as a result of recent in-service training, is good.
- Pupils' learning in designated ICT lessons is consistently good.
- Links with other subjects are effective.
- Leadership and management of the subject are good.
- The use of a specific link technician is very effective in supporting teaching.
- The use of ICT to support pupils' independent learning in all other subjects is limited.

Commentary

68. Standards in ICT for all pupils are above those expected nationally. Improvement since the last inspection is good, with pupils making good progress due to recent well-managed improvements in the use of the school's ICT suite. All staff have made good use of recent in-service training to improve the quality of teaching which, during the inspection, was

consistently good and often very good. Support from the local education authority has resulted in the school understanding the need for other subjects to make a better contribution to pupils' competence in ICT.

69. In lessons, use of resources is very effective, with all pupils demonstrating confidence to explore new technology. Modelling and demonstrating are well used by teachers, particularly with interactive whiteboards. Learning support assistants provide good support for less able pupils; the employment of an assistant, to work for the majority of her time in the subject, has proved particularly effective both in assisting pupils and ensuring the technical efficiency of computers.
70. In a very enjoyable Year 5 lesson, pupils of all abilities used spreadsheets to select a number of items for a party menu. Very good links with mathematics were made in this lesson and pupils with SEN were given specific support, which resulted in their very good progress. Pupils in Year 3 used their skills in ICT to change and modify the text of a poem with very good levels of skill. Links with their literacy work on poetry were very good and pupils showed great enjoyment and enthusiasm in producing a wide variety of examples ranging from changes in the size of text to alterations in its colour and font.
71. Pupils thoroughly enjoy their time in the ICT suite. They co-operate effectively with each other, with lots of animated discussion taking place. Pupils with SEN receive particularly good support. Computers in classrooms are less well used to support learning in other subjects. Whilst software resources are good, these have yet to be integrated into all teachers' planning as a tool to support learning. Very good relationships between staff and pupils result in very good behaviour.
72. Leadership and management of the subject are good. An enthusiastic and knowledgeable subject manager has a very clear idea of where the subject needs to go to improve standards. Resources are good.

Information and communication technology across the curriculum

73. The use of ICT across the curriculum is a developing feature of all learning. In the majority of lessons seen, too few pupils used ICT to support their independent learning. Nevertheless, there is evidence of improvement. School records show that ICT is used to support art and design in Year 4 to explore perspective, and in Year 6, spreadsheets have been used to analyse the outcomes of a school journey to the Isle of Wight. Good use of digital cameras is made to record local visits and pupils' work in classes. In Year 3, as an example of independent research in geography, pupils used the Internet to explore worldwide weather reports and research the geography of Baffin Island.

HUMANITIES

74. Insufficient lessons were seen in **geography** or **history** to make an overall judgement about the quality of provision. Sampling of pupils' work and teachers' planning indicate that both subjects are planned and taught over the year, following national guidelines to ensure appropriate coverage. In both subjects, standards of work seen in the samples were above average in Year 2 and well above average in Year 6. Pupils' written work indicates that there is good use of English to support learning in both subjects throughout the school. Visits and visitors are used well to enhance learning.
75. Only two **geography** lessons were observed, one in Year 3 and the other in Year 5. Teaching was good in both these lessons, when teachers used skilful questioning to draw on from pupils' previous learning. It is evident in pupils' work that teachers build well on pupils' knowledge and experience of the world. For example, in Year 2, pupils learn to compare the

similarities and differences between Ruislip and an Indian village, Chembakolli. Older pupils in Year 6 worked on a project on the Isle of Wight following their residential trip and individual research. They used ICT effectively to present their project in an attractive way.

76. A strength of the **history** curriculum is the way in which it promotes the use of reading and writing skills. There is also a clear focus on the teaching of historical enquiry. Year 6 pupils study World War II or the Victorians in depth and develop their skills of investigation using pictures, newspaper cuttings and books. They record their findings in a range of writing, which includes accounts, reviews, and letters or reports by wartime correspondents. In Year 2, pupils' work on the Great Fire of London involves comparisons between how fires were put out in Samuel Pepys' London and how they are dealt with in London today. In such contexts, pupils show a good understanding of the contrasts between 'old' and 'new'.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.

Commentary

77. The work on display around the school and in the example file of pupils' work shows that standards are above average across the school. The display provides a stimulating and very attractive environment for learning. Some very good examples of past work include designs in the style of William Morris and pointillism in the style of Seurat. A range of materials and different mediums is provided and good links can be seen with other areas of learning. There is clear progress in skills, although the use of sketchbooks is inconsistent. The best work in sketchbooks is explorative where pupils can try out their ideas and use of skills. These are then used and applied to their artwork.
78. Pupils have opportunities to study artists and their work. Many examples of artists' work are displayed throughout the school. Attached to the displays is information about the artist and reference to where in school further information can be found.
79. In the limited number of lessons observed, teaching was very good overall. The teachers' subject knowledge, clear planning and support for pupils in developing their skills during the lesson contributed to the good progress made by the pupils. A very good lesson in Year 2 using viewfinders inspired the pupils to work hard and with care. The enthusiasm of the teacher and the excellent use of resources challenged the pupils to think imaginatively. The clear lesson planning and the teacher's high expectations for pupils' learning built on the previous lesson when pupils went out into the school grounds to use their own mini viewfinder. The result was a range of skilfully drawn extensions to a part view of an animal. The pupils showed good skill at using line, shade and colour and were able to draw from imagination.
80. The teacher responsible for co-ordinating art and design through the school offers good support and guidance to colleagues. Her knowledge and enthusiasm are very clear. In order to develop her role further there needs to be more planned opportunities for systematic evaluation of teaching and learning.
81. Work in **design and technology** and **music** was sampled. One lesson was seen in music and none in design and technology. It is therefore not possible to make a firm judgement about standards and the quality of provision in these two subjects. A scrutiny of teachers' planning and some examples of work suggests that standards in **design and technology** are at least

average and similar to those of the previous inspection. In the one **music** lesson observed, teaching was good, with Year 6 pupils performing a round and developing their understanding of musical notation. Standards in this lesson were good. Music supports many religious activities in school, including the celebration of Christian festivals throughout the year such as Christmas and Easter. Peripatetic support is offered for string and brass instruments.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Health and safety are concentrated on in all lessons.
- Teachers' good organisation of lessons ensures that all pupils are included.
- Boys and girls have equal opportunities to participate.
- Pupils behave very well and are very enthusiastic about the subject.
- There are good links with extra-curricular activities.

Commentary

82. Standards across the school are above average for all pupils. Pupils receive a variety of experiences in the subject throughout their time in school. The quality of teaching is good overall. In one very good Year 6 lesson, well-planned and organised provision on how to improve chest and bounce passes resulted in boys and girls of all abilities not only thoroughly enjoying their lesson, but also in good improvement in their skills. Lessons are interesting, well planned, with an insistence upon good behaviour, health and safety. Effective use of resources and the extension of pupils' experience through extra-curricular activities such as netball, football, swimming, athletics and cricket support the good provision in physical education. Improvement since the last inspection is good. Resources are good. Leadership and management of the subject are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION

83. Only one lesson was seen during the inspection. However, it is clear from talking to pupils that the school places a high priority on pupils' personal development and social learning, and the teaching of personal, social and health education is an integral part of the life of the school. Consequently, pupils are confident to express their feelings in a trusting and secure environment. The curriculum includes a wide range of relevant topics that are planned to develop pupils' skills and knowledge as they move through the school. Teachers are confident in their teaching of this sensitive area, with timetabled sessions and its inclusion within subjects. For example, in science the importance of a healthy diet is stressed and in physical education the effect of exercise on pupils' bodies is considered.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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