

INSPECTION REPORT

STRAND-ON-THE-GREEN JUNIOR SCHOOL

Chiswick

London Borough of Hounslow

Unique reference number: 102503

Headteacher: Ms Sue Harrison

Lead inspector: Dr M J Bradshaw

Dates of inspection: 6th - 8th June 2005

Inspection number: 268001

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	313
School address:	Thames Road Chiswick London
Postcode:	W4 3NX
Telephone number:	(020) 8994 7847
Fax number:	(020) 8742 7188
Appropriate authority:	The governing body
Name of chair of governors:	Ms Sally Morris
Date of previous inspection:	26 th - 29 th April 1999

CHARACTERISTICS OF THE SCHOOL

The school has 313 full-time pupils from Years 3 to 6. The number of boys and girls is similar. The changes to the school's roll during the school year are about average. In recent years, pupils' attainment on entry has been below average, especially in the area of writing. This is lower than at the time of the last inspection, although the attainment of this year's intake into Year 3 was about average. About 60 per cent of pupils are from a white ethnic background. The remainder are from a wide range of ethnic backgrounds, with no one group predominating. However, 13 per cent are from a range of black backgrounds. Almost a quarter of pupils are from homes where English is not the first language; this is double the figure at the time of the last inspection. Just over 20 per cent of pupils claim free school meals; this figure is close to the average. About 27 per cent of pupils have significant learning needs; this is above average and all special educational needs include learning difficulties. Twelve pupils, almost four per cent, have a statement of special educational needs; this figure is above average and has increased.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Science Geography History Physical education
9646	Ms G Osment	Lay inspector	
22990	Mr C Furniss	Team inspector	English Music Religious education English as an additional language
26232	Mr C Grove	Team inspector	Mathematics Information and communication technology Art and design Design and technology Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Strand on the Green Junior School provides its pupils with a **very good** quality of education. It is a vibrant school that effectively promotes all aspects of children's learning, developing their thinking skills especially well. Every child's needs are respected and each one is valued as an individual. The school provides **very good** value for money. Pupils' achievement is good. Pupils' attitudes are excellent and their behaviour is very good. Leadership and management are very good.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is excellent.
- The headteacher is very well supported by other staff and governance is good, although governors are not sufficiently involved in school development planning. Teamwork is a strength of the school.
- Teaching and learning are very good and support staff are used well.
- Pupils achieve well and reach above average standards by Year 6 in most subjects. The exception is writing, which is below average, despite good achievement.
- The management of and provision for pupils with special educational needs are good.
- Behaviour is very good and pupils' attitudes and personal development are excellent.
- With the exception of geography, the school provides pupils with a very good curriculum.
- Very good links exist with parents.
- The school has an excellent ethos and cares for its pupils very well.

Good progress has been made since the previous inspection and the school has coped well with the changing characteristics of pupils entering the school. The provision for and management of pupils with special educational needs are much improved. Pupils' attainment by Year 6 in mathematics and science has increased since 2000. Attendance has improved and written reports for parents are better. Health and safety monitoring is now systematic. Previous strengths have generally been maintained or improved further, such as pupils' personal development and the quality of teaching. Only in geography is provision not as good as previously reported.

STANDARDS ACHIEVED

Pupils' achievement is **good**. Pupils' attainment when starting Year 3 has declined in recent years and is generally below average, with writing a particular weakness.

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

In 2004, attainment was above average in mathematics, but below average in English and average in science. However, the results indicate that pupils made good progress in mathematics and science, but below average progress in English. Results in English were affected by pupils' writing standards in particular. Currently pupils in Year 6 are attaining above average standards in mathematics and science, and well above average in information and communication technology. In English, speaking and listening is above average and reading about average, but writing remains below average. In all these subjects, these results represent at least good and often very good progress. Standards in religious education are similar to those expected. History and physical

education attainment is generally above that expected. In geography, pupils' standards by Year 6 are similar to those expected, but lack depth and breadth.

Children's personal qualities, including their spiritual, moral, social and cultural development, are **excellent**. Children have excellent relationships with other pupils. Their attitudes are excellent and their behaviour is very good. Personal development is excellent. Attendance has improved and is above average. Pupils' punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided is **very good**. Teaching and learning are **very good**. Teachers have high expectations of pupils' behaviour and good support is given to pupils with special educational needs. Teaching assistants are used well. Pupils are motivated and engaged and teachers skilfully develop pupils' thinking and questioning skills. Pupils' very good learning is aided by their excellent attitudes. Systems to identify how well pupils are doing are good and used well to ensure pupils know how they can improve. Marking is very detailed and helpful.

The school provides a very good curriculum. It is exciting and innovative. Teachers make very good links between different subjects and learning is made very relevant to pupils. The only exception is that the range and depth of work in geography are not sufficient. Resources are good and accommodation satisfactory. This is a very caring school in which the personal needs of pupils are looked after exceptionally well. Pupils' education is aided by good links with local schools and the wider community. Links with parents are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The headteacher provides excellent leadership and she has established highly effective teamwork within the school. This has helped to ensure consistency and high quality teaching at a time of change in staffing and the characteristics of pupils. Governance is good, but governors are not involved sufficiently in the school development planning process. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They think that their children like school, make good progress and that behaviour is good. Pupils are very happy at school and value the good relationships with adults and the interesting activities they are asked to do.

IMPROVEMENTS NEEDED

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

- Implement the strategies identified to raise pupils' attainment in writing and monitor their effectiveness.
- Continue the work which has been started to improve geography throughout the school, ensuring greater depth and breadth in the teaching of the subject.
- Increase the role of governors in the school development planning process.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' achievement is **good**. By Year 6, standards in mathematics and science are above average. In English, standards in writing are below average.

Main strengths and weaknesses

- Pupils achieve well and standards are above average in mathematics and science.
- Standards in writing are below average.
- In information and communication technology (ICT), standards are well above those expected.
- Pupils' geography knowledge lacks breadth and depth.

Commentary

1. Although the school's results are not as consistently high as the previous report indicated, since 2000 there has been a clear upward trend in mathematics and science. The trend in English has been down, largely due to a decline in writing standards. The generally lower results since the previous inspection reflect the changing characteristics of the school's pupils, illustrated in particular in the increase in pupils for whom English is an additional language (EAL) and also pupils with some specific learning difficulties. In 2004, Year 6 pupils' attainment was above average in mathematics and average in science. In these subjects pupils achieved well when their attainment in Year 2 is taken into account. In English, pupils' results were below average. This year, attainment is above average in mathematics and science, but below average in English. This represents good achievement during pupils' time in the school.

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

Standards in:	School results	National results
English	26.3 (26.4)	26.9 (26.8)
mathematics	27.8 (27.0)	27.0 (26.8)
science	29.2 (28.9)	28.6 (28.6)

There were 64 pupils in the year group. Figures in brackets are for the previous year.

2. Over recent years, no significant differences are evident in the attainment of boys and girls at the end of Year 6. No difference is evident at present and their achievement is similar. Similarly, no significant differences are evident in the achievement of pupils from different ethnic backgrounds. Pupils achieve well to reach average standards in reading and above average in speaking and listening. Pupils' reading is accurate and they show a sound understanding of what they have read. Pupils know of a wide range of authors, express clear preferences and use books effectively to find information. The school uses many strategies to ensure pupils make good progress in their speaking and listening skills. The school is well aware that writing skills are below those expected and a wide range of procedures has been put in place to ensure improvement. Pupils are now making good progress in developing their writing. Above average attainment in mathematics is reflected in the fact that well over a third of pupils reach high standards. Pupils are confident in using mathematics to support learning in other subjects. Standards in science are above average. About a half of pupils attain high standards and pupils' investigative skills are especially well developed. Pupils' skills in ICT are well above those expected and effective use is made of them to support learning in other subjects. Attainment in religious education (RE) is similar to that expected. In geography,

standards are similar to those expected, but there is little high attainment; pupils' knowledge is restricted and lacks depth.

- The proportion of pupils for whom English is an additional language (EAL) has almost doubled over the past few years. Effective support ensures that these pupils make good progress and achieve well throughout all areas of the curriculum. Pupils with special educational needs are achieving well overall because work is effectively matched to their needs, and they are well supported in their individual tasks by assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **excellent** and they behave **very well**. Pupils' personal qualities are developed **exceptionally well**. Most of the pupils arrive at school on time and their rate of attendance is **above average**.

Main strengths and weaknesses

- The quality of relationships is an outstanding feature of the school.
- The school expects very high standards of behaviour and the pupils' response to this is very good.
- The school makes outstanding provision for pupils' personal, including spiritual, moral, social and cultural, development and as a result their attitudes are exceptional.
- The rate of attendance has improved since the last inspection.

Commentary

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	159	1	0
White – Irish	4	0	0
White – any other White background	27	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	3	1	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	24	0	0
Black or Black British – African	14	1	0
Black or Black British – any other Black background	7	0	0
Chinese	1	0	0
Any other ethnic group	22	2	0
Information not obtained	9	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

4. The quality of relationships between all members of staff and the pupils is a special feature of this school and creates a sense of community in which all work with confidence. In lessons, pupils work together very successfully in pairs and in small groups. In a good Year 6 mathematics lesson, the pupils interacted very well with each other as they looked at ways of solving problems using multiplication tables. The pupils are especially good at listening to each other and valuing each other's opinions. This was clearly seen in a very good physical education (PE) lesson in Year 4. The pupils evaluated the work of their classmates when they were performing dance sequences to show contrasting movements and shapes. At break and lunchtimes, boys and girls of all ages play happily together. All pupils spoken to during the inspection said that they really like their teachers, who help them if they have any problems.
5. Parents are right in their belief that behaviour in the school is very good. Pupils clearly enjoy being in school and have a very thorough awareness of the school's expectations about how they should behave. They respond accordingly and behaviour at all times is of a very high standard. Behaviour is very good in lessons as a result of the very good teaching, which means that the pupils are interested and motivated to learn. In a very good Year 3 personal, social, health and citizenship education (PSHCE) lesson the pupils were challenged to think about the differences between needs and wants and to justify their answers. Pupils' very good behaviour is contributing positively to their good standards of achievement. Although the school does exclude pupils for instances of unacceptable behaviour, these are handled very sensitively by the headteacher.
6. Pupils' spiritual awareness is promoted very well in assemblies and in many lessons. Pupils are given opportunities to reflect on what they are learning and are developing a sense of empathy with others and an understanding of the needs of different people. The ten values that the school has identified are being very well promoted and the pupils have a very good understanding of what they mean. Pupils demonstrate their understanding of the value of respect through their very good listening skills, their courtesy towards others and their ability to help one another. Pupils' awareness of social and moral issues is promoted through PSHCE lessons, assemblies and the opportunities that the school provides to take responsibility for themselves and others, for example, as members of the school council, roles in the classroom, as team captains and through residential trips. Teachers provide very good opportunities for pupils to appreciate their local heritage, including visits to museums, art galleries and theatres. The school has many pupils from a wide range of ethnic backgrounds and all pupils show great respect for each other, whatever their belief, faith or culture.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence in 2003/4.

7. The attendance rate is above the national median, which is an improvement since the inspection of April 1999. Regular attendance is having a positive impact on pupils' good standards of achievement but a few pupils are regularly late for school in the mornings.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education based on a **very good** curriculum and **very good** teaching. The care provided for the pupils is **very good** and the links with the community and other schools are **good**. Links with parents are **very good**.

Teaching and learning

Teaching and learning are **very good**; assessment is **good**.

Main strengths and weaknesses

- Teaching is almost always good or better.
- Very good relationships with pupils and high expectations of good behaviour are features of lessons.
- Teachers engage pupils in their learning very effectively.
- Pupils with particular learning needs are well supported.
- Assessment procedures are good and the information used well so that pupils know how they can improve.

Commentary

8. Teaching and learning are very good and there is consistency across the school and within year groups. Despite significant changes to teaching staff in recent years, the high standard of teaching noted in the previous report has been further improved.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	15 (42%)	17 (47%)	3 (8%)	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.

9. Teaching in all years is consistently good or better. In all subjects, with the exception of geography, teaching is at least good. It is very good in English and science. Planning within each year group ensures that pupils experience similar provision, whichever class they are in. The increasing use of teachers to specialise in particular subjects within a year group is also helping to ensure high quality teaching. A significant strength of the teaching is the way in which teachers ensure that all pupils are involved and that they are encouraged to think about what they are learning and ask relevant questions. This can sometimes challenge teachers as questions can be detailed and demand knowledgeable answers. Teachers invariably rise to the occasion. Pupils are therefore engaged and involved. They are also challenged because of teachers' high expectations; as a result, learning is often very good. Time is used very effectively, including when pupils move around a carousel of subjects being taught by a specialist teacher during a morning or afternoon. All teachers have very high expectations of good behaviour; pupils respond positively and learning is effectively promoted. Throughout the school great care is given to meeting the needs of individuals. Teachers usually make very effective use of literacy, numeracy and ICT skills across the curriculum. The exception in some respects is in the teaching of geography, which is satisfactory. In geography, too often, there is insufficient involvement of pupils in lessons because examples are not used that are always relevant to them. There is also some lack of security in aspects of teachers' geography subject knowledge. Learning in geography is also limited by the irregular teaching of the subject; for instance, Year 6 pupils were being taught geography for the first time in the school year in June.
10. The learning of pupils with special educational needs is well supported by teachers who match tasks to pupils' prior levels of attainment. Learning support assistants have a good knowledge of the individual education plans of these pupils, support them accordingly, and contribute regularly to the assessment of their progress. The liaison between teachers and assistants is effective because of the strong emphasis on teamwork in the school.

11. Procedures for identifying, assessing and supporting pupils for whom English is an additional language (EAL) are good and there are very good links with the local authority language service. Procedures for monitoring progress and improvement are good and when pupils can cope without additional support they are taken off the extra support programme, although advice, guidance and materials are available for teachers and teaching assistants where needed. A well-qualified specialist teacher is employed through the local authority language service to come into the school one afternoon a week. Since there are few pupils requiring support and because they are found in different classes, pupils needing help are withdrawn in small groups and receive well-focused lessons based on their needs. The rest of the time they are effectively supported by teachers and teaching assistants and achieve well. At present none of the teaching or support staff have had training in supporting pupils with EAL.
12. Assessment procedures are good, and particularly strong in English. Effective use is made of information gained to plan work and to ensure individual pupils have a clear picture of how they could improve. The school is forward looking and actively involved in developing assessment strategies in each subject; current work includes developing assessment in ICT. A range of assessment procedures is used carefully to measure pupils' attainment when they start school and to follow their progress as they move through the school. Careful note is taken where pupils are not making at least the amount of progress expected, and additional support given if necessary. Marking is detailed and also gives pupils a clear idea of their strengths and weaknesses, as do the opportunities for self and peer assessment by the pupils.

The curriculum

The school provides a **very good** curriculum, and there is **very good** curricular enrichment. The school's accommodation is satisfactory and resources are **good**.

Main strengths and weaknesses

- The breadth of curricular opportunities is very good.
- The provision for pupils with special educational needs is good.
- The provision for PSHCE is very good.
- The school provides very well for equality of access and opportunity.
- The extent of innovation is very good.
- Very good enrichment is provided through extra-curricular clubs and the range of visits and visitors.

Commentary

13. The curriculum is underpinned in particular by the very good provision in PSHCE and by the use of ICT across the curriculum. In addition to the expected focus on English, mathematics and science, subjects such as music, drama and dance, and also art and design and design and technology, are well represented. The curriculum in geography is not well developed. School assemblies provide very good opportunities for the expression and enhancement of the school's ethos, and include opportunities for pupils to be silent or to reflect. The weekly teaching time exceeds the nationally recommended minimum.
14. Pupils with special educational needs experience the full curriculum, and are taught by their teachers alongside other pupils. Learning support assistants provide effectively in classrooms for these pupils through work in small groups. In their planning, teachers match work to the needs of pupils with special educational needs, and learning support assistants adapt that planning as necessary to the individual pupils' needs. Assistants have copies of pupils' individual education plans and, as one part of the team approach adopted in the school, contribute to reviews of pupils' progress. Some assistants also take groups of pupils for work on, for example, social skills development or anger management. The use of ICT to support pupils with special educational needs is widespread.

15. The quality of the individual education plans for pupils with special educational needs is good, and has improved considerably since the last inspection when the quality was considered to be variable. To meet the criticisms of the previous report, the plans include a small number of clearly written targets, the strategies to be employed with the pupil and suggested approaches for teachers and learning support assistants. Parents' views are now regularly sought, especially for those pupils with the greatest needs. Information and communication technology work is sometimes specified to support particular needs, and wherever appropriate there is reference to pupils' needs in numeracy. The school receives good support from outside agencies, and notably the Speech and Language Service.
16. All of the pupils benefit from the very good PSHCE programme that the school has in place. The syllabus for PSHCE has been designed by the school itself, and includes attention to issues of bullying, racism, the environment and children's rights. It includes citizenship education, as evidenced by the mock election held at the time of the recent General Election. The syllabus also involves work on issues of alcohol and drug misuse, which are addressed in part through the use of role play. Drugs, sex and health education are delivered through PSHCE and other areas of the curriculum including science and PE. In sex education, factual and scientific issues are addressed in Year 4 and a range of social and moral issues is considered in Year 6. Parents are invited to view the materials used. A recent follow-up survey of Year 4 pupils indicated that the course was held in high regard. Lessons seen during the inspection covered valuable topics, including controlling one's emotions in hurtful situations, the pressure to take risks and children's needs, wants and rights. In these lessons the pupils were given very good opportunities to share their thoughts and express their opinions. The school uses outside agencies well to support the delivery of PSHCE, including fire fighters, the police, the school nurse and a local doctor. This aspect of the curriculum is having a very positive impact on pupils' behaviour and personal development and its success is reflected in the excellent attitudes and relationships evident throughout the school.
17. The school welcomes pupils from all backgrounds and has provided assertiveness training for some pupils believed to be disadvantaged. The performance of different groups of pupils is followed, including those for whom English is an additional language, those from minority ethnic groups and the gifted and talented. The school also makes efforts to include the parents of pupils from disadvantaged groups.
18. Preparation for the later stages of education is good. There are good links with local secondary schools. Year 6 pupils attend an induction day and any vulnerable pupils pay additional visits in order to build up new relationships with staff. Links are strengthened through the services of the outreach teacher from a local secondary school, a Sports College, who teaches aspects of PE on a weekly basis in the school.
19. The extent of curricular development and innovation in the school is very good. The school's PSHCE programme makes a particular contribution to pupils' personal development. The programme of ICT as a separate subject is very well developed and reaches a very good quality; the interactive whiteboard technology provides very well for the involvement of visual and dynamic approaches to learning in every classroom. In addition, the school has introduced a focus on creative thinking skills into the curriculum, which it is continuing to develop.
20. A very good range of extra-curricular provision enriches the curriculum. Pupils make visits to museums, galleries, theatres and other schools, and undertake workshop activities in support of the curriculum. In addition, visitors, such as a theatre company and the Hounslow Music Service, enhance curricular provision. Visitors to assemblies allow pupils to experience aspects of festivals such as Diwali. The school participates in an annual book fair and celebrates World Book Day.
21. The school is very well staffed in terms of the complement of teachers, who are appropriately qualified, so that the match of staff to the curriculum is very good. The match of support staff

to the curriculum is good but, on occasions, some pupils, including those with special educational needs, would benefit from greater support.

22. The school's accommodation is in two separate buildings and is satisfactory, but some spaces are in need of refurbishment and redecoration. Resources are good overall. Classroom spaces are adequate, but some are dark and most are in need of decoration. ICT facilities in terms of hardware and software are very good. The facilities in the ICT suite are good, but the room has an awkward shape. Additional ICT access is available in the Sunshine Room, the Galley and in the Year 6 Learning Zone. The school hall is small for the number of pupils. The condition of the hall is satisfactory, but the stage is in unsatisfactory condition. A separate hall, for PE activities, which is light and airy, is available and contains a good range of equipment. There is a good-sized and bright room suitable for small group activities, including work with pupils with special educational needs. The school has a separate music room, which is in need of refurbishment, but it is well equipped with percussion and keyboard instruments. The library is also in need of refurbishment, and the book stock is in only satisfactory condition. One part of the main building has recently been very well refurbished and is to be commissioned as a media room. Outside, the school has two playgrounds in reasonable condition, one of which includes good standing PE equipment. The garden areas adjoining the railway have been made into attractive facilities in their own right and support extra-curricular work.

Care, guidance and support

Procedures to ensure the care, guidance and welfare of the pupils are **very effective**. Achievement and personal development are monitored **very well**. **Excellent** opportunities are provided for pupils to be involved in the work of the school.

Main strengths and weaknesses

- Very good procedures help settle pupils into the school and ensure they are ready to learn.
- The school takes very good steps to ensure that the pupils are safe.
- Pupils' personal and academic development is monitored very closely.
- Pupils feel valued because their views are actively sought and acted on.

Commentary

23. Parents commented very positively on the arrangements for helping their children settle in when they start school. Parents feel that their children are cherished and that there are very good arrangements between the infant and junior schools to ensure a smooth transfer. Pupils spoken to during the inspection who joined the school other than at Year 3 were very positive about the support they had received from teachers and classmates.
24. The school's formal procedures for dealing with matters of child protection and first aid are well established. The school's monitoring of health and safety and security issues has improved since the inspection of April 1999. The headteacher, governors and members of the school council regularly undertake risk assessments and any issues are brought to the attention of the premises committee and dealt with appropriately. Health, sex and drugs education are well planned and through the PSHCE programme the pupils are learning to keep themselves safe and healthy. The pupils are well supervised at break times and routines, such as the way lunchtimes are managed, are helping pupils to develop good social skills. Wrap-around care in the mornings and after school is well organised and good care is taken of the pupils.
25. Teachers share lesson intentions with the class. This helps the pupils to understand what they will be learning and when teachers revisit these at the end of lessons the pupils have a good idea of how much they have learned. Teachers plan tasks that are challenging and matched to the needs of individuals and they assess their academic progress well during lessons.

Teaching assistants are well used to ensure that pupils get the most out of their lessons. Personal and academic targets are discussed with the pupils and are used successfully to help pupils understand how much they have achieved. Teachers' thorough marking of work done in class and at home is helping pupils to understand what they need to do next to improve. There are very good systems in place to monitor pupils' personal development. The achievement assemblies and awarding of team points are helping pupils to be proud of their efforts both in and out of school.

26. The pupils are encouraged to express their opinions and ideas via questionnaires, by responding to their own annual reports and through the school council. Members of the school council take their role very seriously. They have discussed healthy eating and behaviour in the playground and devised some interesting ways of improving these. Teachers listen very well to pupils during lessons; they value pupils' contributions and this helps to build self-esteem and confidence. Teachers discussed the science curriculum with the pupils and reviewed it in light of their comments; pupils' views were sought also on how well the English sets were working. All of these opportunities are very good for the pupils' personal development.

Partnership with parents, other schools and the community

The school has an **excellent** partnership with the parents. Links with the community and other schools are **effective**.

Main strengths and weaknesses

- Parents are encouraged to be full partners in their children's education.
- Parents are very well informed about what is happening in school and how well their children are doing.
- The school makes effective use of the local and wider community.

Commentary

27. Responses to the pre-inspection questionnaire and at the meeting were very positive and show that the parents have great confidence in the school and the headteacher. The headteacher and class teachers are very welcoming to parents and very willing to spend time talking through any concerns they have about their children. Parents show their support by attending meetings in high numbers, joining the drumming workshops and through fund raising for the Friends of Strand Schools. Funds raised are very well used to enhance provision for all pupils, for example, interactive whiteboards for all classrooms. Parents' pleasure at being in school was seen during the inspection when many of them turned up to the music assembly.
28. The headteacher canvasses the views of parents through questionnaires and via the class representatives, whom she uses as a sounding board for new ideas. The representatives are very supportive of teachers; they collect money for and buy the healthy snacks and organise parental help for trips and swimming. The school responds well to parental requests. Parents asked for a more personalised annual report and the school responded by ensuring that each report is hand written and parents can recognise their own children within it. The reports inform parents very clearly how well their children are achieving and what they need to do next to improve. Parents are invited to formal consultations with teachers and they are sent the records of achievement each term and invited to comment in them. Detailed homework guidelines are sent home for each year group along with year group and school newsletters. The prospectus, governors' annual report, parents' handbook, behaviour management guide and workshops on numeracy and 'blue sky thinking' also keep parents very well informed about school and educational developments.
29. Pupils have opportunities to take part in sports against other schools, for example, football, cross country, swimming and tag rugby. Local secondary schools enhance pupils' learning

through support for PE, mathematics and art projects. Trainee teachers and students on work experience from St. Mary's College and secondary schools are welcomed. Pupils entertain senior citizens at Meadowcroft, community members are invited to a Harvest supper and to the annual pantomime, and the Christmas concert is held at the Baptist church. Teachers use the local area well to enrich the curriculum, with visits, for example, to Kew Gardens, Chiswick Pier and Chiswick High Road for a traffic survey. All of these opportunities effectively enhance pupils' personal and social development.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The governance of the school is **good**. The headteacher provides excellent leadership and very good management. The management team supports the headteacher very well, providing very good leadership and management in their respective areas.

Main strengths and weaknesses

- The headteacher provides inspirational leadership which enables her to share her exceptional clarity of vision and create a totally committed and dedicated team.
- The management team also has a very clear vision and their very good qualities of leadership support the headteacher very well.
- The governors have a very good understanding of the strengths and weaknesses of the school and support the headteacher well, but their role in school development planning lacks focus.
- Very good use is made of self-evaluation in order to monitor areas for development and develop strategies for continuing improvement.
- There is a very strong commitment to making sure that all pupils are able to access all opportunities and this has created an excellent ethos and a really inclusive school.

Commentary

30. The outstanding leadership qualities of the headteacher have helped to create an effective team of very talented staff who all share her exceptional clarity of vision and determination to continue to improve this school. The school development plan is clear and well thought out and arises out of very comprehensive analyses of the school's strengths and weaknesses. This very good self-evaluation has meant that very good strategies have been put in place to raise standards, and these are constantly reviewed. Management is very good, again led by the headteacher but also by all the management team which, even though many of its members have not been in role very long, has a very acute perception of what is needed; they have the drive, ability and management skills themselves to move things forward. Subject leaders have a very good overview of their subjects and monitor and manage well. Strengths of this school include the commitment and teamwork of all the staff and the seamless way in which they are able to function co-operatively, even under difficult circumstances. All staff support and complement each other very well.
31. The school uses the term 'independent learning needs' (ILN) to refer to special educational needs. The co-ordinator of ILN is on leave from the school, and her place has been filled on an acting basis by the headteacher. The leadership and management of the co-ordinator and acting co-ordinator are good. At the beginning of each term, each pupil with independent learning needs is reviewed by the co-ordinator, teacher and learning support assistant, together with the ILN administrator, which leads to the production of an up-to-date independent education plan. Administrative arrangements, including contact with parents, are very effective. The ILN governor has a good understanding of her role and function, and reports regularly to the governing body under a standing agenda item.
32. The headteacher and staff are all fully committed to developing a school where every child is valued and is fully included in all that is done; this helps to create an outstanding ethos.

Programmes of training and performance management are in place. There is very strong mutual support, which has helped to maintain the very high quality of teaching seen despite a number of staff changes. Teaching is monitored and there are very good procedures in place to support new staff who say it is ‘...like a family.’

33. The governing body has a very good understanding of the strengths and weaknesses of the school and it is very supportive of the headteacher and staff, being very involved in everything that is done. Governors question and challenge and know that this is an essential part of their role. They fulfil their role well and staff appreciate all that they do, valuing their input. However, their role in school development planning lacks focus, as does their input into curricular development. They help to ensure that the school is in full compliance with statutory requirements.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	911,345	Balance from previous year	29,487
Total expenditure	889,956	Balance carried forward to the next year	50,876
Expenditure per pupil	2,899		

34. The school has good monitoring procedures to ensure that funds are allocated and monitored well. The significantly larger-than-usual carry forward is linked to matched capital funding and is clearly understood and monitored by the headteacher and governors. Principles of best value are very well understood and are very effectively applied. All the recommendations of the most recent audit have been implemented.
35. Although results in the National Curriculum tests have declined since the last inspection, this trend has been reversed in mathematics and science since 2000; in this respect, the school has coped well with its changing profile. Very high qualities of management, teaching and care have been maintained and all the minor issues raised at the last inspection have been dealt with effectively. The annual expenditure per pupil is at the low average mark, and quite low for the area. The school provides very good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Consistently very high quality teaching enables all pupils to learn very well so that achievement is good throughout the school.
- Assessment is used very effectively to monitor pupils' progress and to adapt the teaching and the activities to individual needs.
- Standards in writing are below the national level.
- The subject is very well led and managed, and the leader has an extremely clear vision of the strengths and weaknesses.
- Monitoring and evaluation are very good.
- A range of very well thought out strategies is being enthusiastically implemented by a very committed and talented team and standards are already improving.

Commentary

36. English results in the 2004 National Curriculum tests for Year 6 were below the national average but close to the average for similar schools. There has been an apparent decline over the past five years, but this reflects a significantly changed school profile. The percentage of pupils attaining the higher Level 5 is below the average both nationally and compared to similar schools. Clear and detailed analyses of data available to the school, however, show that none of the pupils who took the tests in 2004 had reached the higher Level 3 in writing when aged seven, and it was only the writing element of the test that was below average; this indicates that achievement was good. Nevertheless the school has recognised the need to improve standards and has undertaken a far-sighted and comprehensive review of strategies and teaching methods. Given the changing nature of the school, improvement since the last inspection is satisfactory.
37. This inspection showed that there are clear signs of improvement. Standards in speaking and listening are above the expected level in Year 6, with most pupils speaking clearly and confidently and expressing themselves well. Standards in reading are about in line with those expected. Standards in writing are still not quite up to national levels overall, but the number of pupils who are working at or almost at the higher Level 5 standard is about in line with the national average. There is a lot of good work being produced. Achievement is good, with all pupils, including those with special educational needs and those for whom English is an additional language, being well supported and making good progress. Last year, boys performed less well than girls in English, although on average, over the last three years, the differences were less than those seen nationally. Little significant difference is evident this year.
38. Although there is a wide range of ability, standards overall are below the expected level when pupils enter the school; for many pupils the level of vocabulary is quite low and speaking and listening skills are underdeveloped. The school has identified this and has implemented a whole-school focus to improve these skills, with more emphasis on identified strategies, such as use of drama and role play. As well as the overall English subject leader, a knowledgeable and enthusiastic speaking and listening leader has been appointed and this is helping to ensure that these skills are developed in all areas of the curriculum and being very well developed in all classes. Teachers constantly 'challenge' pupils, encouraging them to explain and express themselves clearly, developing and extending their vocabulary, targeting questions at specific pupils to bring them into the discussion. Role play, 'hot seating', talking

pairs and drama are regularly used. By the time they are in Year 6, pupils have a lot of confidence and communicate ideas well, explaining clearly. A Year 6 pupil's love of reading was evident in the comment that '...you can use your own imagination in the story instead of just watching what someone else thinks like in a film'.

39. New strategies have also been implemented in reading, with guided reading being separated from English lessons. Teachers constantly encourage pupils to read, getting different pupils to read aloud sections of text on a regular basis. Skills, such as sounds, are effectively taught and pupils also learn about books, authors and how to find and use books to get information. All the pupils spoken to are very positive about reading and love books. Year 6 pupils talk knowledgeably about different authors such as Tolkien and Rowlings, and discuss characterisation and plot development. They explain clearly how to use a contents page and why an index is more effective for finding more detailed information. They read with obvious enjoyment and even when reading a challenging book they read with expression and understanding. Information and communication technology is well integrated into the school and pupils regularly use the Internet to research, downloading and adapting information. The school library is adequate, though not the dynamic learning centre which it could be, largely because of the nature of the room itself and the limited accommodation available. There is a good range of fiction available through the school and the range of non-fiction is satisfactory, though the school recognises that it could be improved and updated.
40. The school has already identified writing as a priority and is far from complacent. Whilst recognising the changing nature of the school as a reason for an apparent decline in standards, they view this as a challenge rather than an excuse. A wide-ranging review of teaching and learning strategies, involving consultations with pupils, parents and outside agencies, is developing new approaches to teaching that are having an impact upon learning. The new emphases are very much in tune with the government's 'Excellence and Enjoyment' strategy and seek to develop writing through all subjects. Pupils are constantly being asked to think about and evaluate, assess and edit their own and other pupils' work. They are challenged to find better ways of expressing themselves. The effects of these strategies will take time to percolate through, but pupils' involvement and enjoyment are clear and they want to achieve well.
41. The consistently very high quality of teaching, well supported by committed and well-focused teaching assistants, enables very good learning to take place. Relationships are excellent. Staff demonstrate their high regard for the pupils and there is an expectation that this mutual respect will extend through the school. Lessons are very well planned, with very clear and specific learning objectives, which are shared with the pupils and a constant focus of the lessons so that pupils know what is expected of them. Marking is very good, with a focus on the learning objectives and clear comments designed to help pupils to improve. All teachers have a wide repertoire of good teaching skills which they use to very good effect. Teachers assess pupils very well and this enables them to set work which challenges and extends all pupils. Pupils with special educational needs are well supported so that they achieve well and make good progress towards the targets set out in their individual learning plans. Pupils for whom English is an additional language are also well supported so that they too achieve well. They are well monitored and those who need additional support are given extra help by a qualified specialist employed through the local authority language service. Further support, guidance and advice are available to staff where needed.
42. The subject leader's awareness of the strengths and weaknesses of the subject and her vision to improve are excellent. The subject is very well led and managed and she monitors the subject very well. The English action plan is an integral part of the whole-school development plan and the strategies identified and currently being implemented are extremely well thought out and very clearly have the wholehearted support and involvement of an extremely dedicated staff.

Language and literacy across the curriculum

43. This is a very strong feature of the school. Pupils are supported very effectively across the curriculum, as for example when they write about how to recycle materials or reduce waste in a geography lesson or produce detailed reports of investigations in science. Information and communication technology is integrated into all teaching and supports language and literacy very well. The interactive whiteboards are used very well as a focus for learning and pupils regularly use computers and the Internet.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and achievement is good.
- Consistently good teaching is leading to good achievement and confident learning.
- The leadership and management of mathematics are very good.
- The emphasis on helping pupils to talk through the strategies they use to solve mathematical problems is strong.
- The use of ICT to support mathematics teaching is very good.
- Pupils do not have sufficient opportunities to undertake mathematical investigations.

Commentary

44. In the 2004 National Curriculum tests at the end of Year 6, pupils' results were above the national average, and also above average when compared to similar schools. The percentage of pupils attaining the higher Level 5 was above the national average and well above the average of similar schools. In recent years, there have been no significant differences in the attainment of boys and girls. Results have been improved each year since 2002.
45. The achievement of pupils is good. In all year groups, trusting relationships lead to good communication between teachers and their pupils so that there is much effective discussion about ways of tackling mathematical problems, with many opportunities for pupils to show others the strategies which they use to solve them. Pupils in Year 6 achieve well as a consequence of good expectations and the good pace of work in lessons. In Year 5, good achievement results from effective teaching and organisation, including practice in problem-solving techniques. Pupils in Year 3 also achieve well because of the good skills of teachers in matching work to pupils' different levels of attainment.
46. The quality of teaching and learning is good. The best teaching is characterised by verve, a sense of momentum, good organisation and very good rapport with pupils. Lesson planning is good, particularly where it builds effectively on the assessment of pupils' previous learning. Teachers choose their language carefully when they speak to pupils, give good explanations, so that pupils learn the meaning of mathematical vocabulary, and provide clear instructions. Teachers also offer effective demonstrations of mathematical techniques and procedures, and encourage pupils to explain how they thought through answers to questions. There are often opportunities for pupils to work with a partner to discuss their work or practise strategies.
47. Very good use is made of the interactive whiteboard technology installed in every classroom. These facilities enable teachers to show pupils material from various sources and to demonstrate mathematical procedures to them. Pupils also greatly enjoy opportunities to use the technology themselves to describe their thinking to others and the techniques that they use to reach their answers. Teachers select resources very well when they set tasks for pupils of different levels of attainment, sometimes using materials which they have produced themselves. This enables all pupils, including those with EAL, to make good progress. Their organisation of lessons is good. Most lessons are taught at a good pace, which helps to

sustain pupils' attention and interest. On the rare occasions when pupils are distracted, teachers have very good techniques to restore attention. Assistants are well deployed to support less able pupils or those with special educational needs. They provide a good structure for pupils' work and, in the best instances, effectively encourage pupils to participate more confidently in lessons.

48. The standard of presentation of pupils' work is good. Pupils record and calculate quickly and neatly and to a good level of accuracy. They are productive and, over time, they record a good deal of work in their exercise books. Most pupils have a good knowledge of the facts of the subject, apply this knowledge flexibly to new situations, and can make deductions and inferences. Assessment of pupils is good. Teachers mark pupils' work regularly and, in their assessment of the quality of their work, often refer to the lesson objectives that have been attained, which is good practice. In classrooms, effective use is made of pupils' own informal assessments about their progress with new work.
49. The co-ordinator is developing a very good overview of the teaching and learning of the subject, and is reflective about progress in subject development. This is based on observations of lessons, the scrutiny of pupils' work, interviews with groups of pupils and checking on teachers' planning each half term. The results of the National Curriculum tests at Year 6 are effectively analysed as well as the results of optional tests which pupils undertake in Years 3 to 5. There are three leading numeracy teachers on the school staff including the co-ordinator, and teamwork is strongly established. The strong emphasis on oral work in lessons provides well for all learners, and is an important factor in the involvement of pupils in lessons.
50. The learning support assistants have been trained to use the nationally developed materials designed to help those pupils whose mathematical skills are developing more slowly to catch up. Problem-solving approaches to mathematics are well developed across the school, but opportunities for pupils to develop investigative skills using their mathematical knowledge are more limited. The school is aware of the value of parental understanding of, and support for, its mathematics teaching, and has held evening sessions with parents to explain its methods and approaches. There is effective planning in place to improve the subject further. Improvement since 2002 has been good. Results have improved annually. Teaching remains good with a number of particular strengths, and the leadership of the subject, which was not judged at the previous inspection, is very good.

Mathematics across the curriculum

51. Good use is made of pupils' mathematical skills elsewhere in the curriculum. In their ICT lessons pupils in Year 6 set up formulae in spreadsheets to produce possible answers to hypothetical questions about the profits at the school's mini-fair. In science, pupils collect measurements of practical work and display the data graphically.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well.
- Very good teaching ensures that pupils successfully develop their scientific skills and apply them to interesting tasks.
- Pupils enjoy science and show very good behaviour and attitudes.

Commentary

52. Although recent results have not been as high as those reported in the previous inspection, the trend has been upwards since 2000, and at a greater rate than that seen nationally. In the past four years, pupils' results in National Curriculum tests have been average or a little above. In 2004, compared with similar schools, Year 6 pupils achieved well when their attainment in Year 2 is taken into account. Improvement has been good since the previous inspection, with particular strengths in the development of pupils' scientific skills, the curriculum and the quality of teaching. Current Year 6 pupils are achieving very well and both boys and girls are reaching above average standards. The school is especially successful in the proportion of pupils, about half, who reach high standards.
53. Pupils behave very well and are very interested in the work. Their positive attitudes make a significant contribution to learning. In a very good lesson in Year 5, pupils enjoyed exploring the structure of flowers and how many had adaptations, such as colour, smell and size, to attract insects and hence lead to pollination. The teacher very effectively helped pupils understand the relationships that exist between particular flowers and insects. Effective use of technology helped pupils understand that some plants relied on wind pollination rather than the use of insects.
54. Teaching is very good; it is consistently challenging and interesting and makes very good use of pupils' literacy, numeracy and ICT skills. In Year 6, the teacher ensured pupils began to appreciate the importance of science in society, in particular the role of forensic science in the solving of crimes. Pupils were given clues, such as fingerprints, notes dropped by the burglar, threads of a red shirt and two mysterious substances found at the crime scene. Pupils applied their scientific skills very well carrying out tests, such as colour separation of the ink used and digital microscope observation of the threads, to identify the burglar from three suspects. The session also ensured that good teamwork skills, division of labour and discussion of the evidence were required. In Year 4, pupils explored the nature of food chains and how these can be linked into food webs. In the best lesson, very good attention was given to ensuring pupils' scientific vocabulary, such as producer, predator and prey, was extended. Good support for pupils with special educational needs helps them make good progress, but the school has identified the fact that about one in eight pupils fails to reach the expected standard. Further support has been put in place to try to overcome this weakness, although, at times, more variation in recording techniques would help these pupils focus on improving their scientific knowledge. Pupils from different ethnic backgrounds achieve as well as others, and the focus on explaining scientific vocabulary and lots of practical experiences ensure that pupils for whom English is an additional language make very good progress in lessons. Assessment procedures are good and marking very good. These focus on pupils' scientific knowledge and skills and they help pupils to know how they can improve. An improvement in the school's science curriculum, which now gives more attention to 'doing and discussing' and less to formal recording, is helping all pupils to achieve better. This change came about as a result of teachers asking pupils for their views of the science being taught. The co-ordinator, who was absent on maternity leave during the inspection period, leads the subject well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils are achieving very well in the subject.
- The quality of teaching and learning is very good.
- The leadership and management of ICT are very good.
- Very good use is being made of the interactive whiteboard facilities in each classroom.
- ICT is making a very good contribution to pupils' learning across the curriculum.

Commentary

55. Pupils in Year 6 have produced multimedia presentations to a high standard, incorporating a large variety of visual effects, the use of sound, and material from the Internet. They demonstrate very good facility and skills in the use of a range of ICT programs. In Year 4, pupils are also achieving very well. Their skills are similarly well developed, for instance, in designing a branching database, and then making use of this information to produce a working electronic version. Pupils show a good knowledge and understanding of the architecture of computer programs, and effective control of mouse and keyboard in accessing electronic material. Boys and girls and those from different ethnic backgrounds work at similar levels.
56. Teachers display very good knowledge and control of ICT applications in classrooms and in the computer suite. Lessons are very well planned. They are detailed, sequential and link pupils' present work very effectively to their previous experience. Teachers provide very good initial explanations of the task to be undertaken. The pace of lessons is brisk, and the organisation is very well considered. A Year 6 teacher explained a complex task to pupils, before assigning the most able and confident pupils to a learning support assistant in the adjacent Year 6 Learning Zone, and then taking other pupils to the ICT suite, so that all pupils received considerable individual attention. Assistants have the subject knowledge to give good support to pupils.
57. Teachers make effective use of language, which enables them to describe, explain and question pupils to good effect. Very good use is made of the interactive whiteboards in classrooms to demonstrate procedures to pupils. Pupils themselves derive considerable motivation from opportunities to make use of the whiteboard technology in front of others. Another very good feature is that teachers often set tasks in such a way as to enable their pupils to explore a problem for themselves, before they advise and guide them toward a solution. Pupils know how to access required programs quickly so that no time is lost, and they readily change roles when working in pairs at a single terminal without any intervention from their teacher. Pupils' work is positively marked by teachers who tailor their comments to individual pupils. At the end of an ICT activity, good use is made of pupils' own informal self-assessment of their progress. Towards the end of Year 6, pupils complete an audit of their skills using an approach developed by the local education authority.
58. The co-ordinator is on leave from the school, and her place has been filled on an acting basis. The role of co-ordinator is well developed, and includes checking the planning of teachers and the work of pupils, using their recorded material on the network. The quality of teaching is checked through the annual 'Visiting Week' when teachers observe, and participate in, each other's lessons. The acting co-ordinator has a very good overview of the subject even though she has been in post for only a short time. Development planning for ICT, the subject policy and the policy on Internet access for pupils all indicate that the co-ordinator has set a clear direction for the further enhancement of ICT. The network has been well organised by the ICT technician and co-ordinator, and the suite has been well maintained by the technician. The subject is very well embedded in the school curriculum. The local education authority uses the school as an example of good practice in the use of ICT.
59. Improvement since the last inspection has been good. Very good standards have been maintained. Teaching remains very good. Leadership and management were not judged on the previous occasion, and are presently very good.

Information and communication technology across the curriculum

60. When ICT is taught as a separate subject, pupils' work is very well related to other parts of the curriculum. The mathematics curriculum is supported when pupils in Year 6 use a spreadsheet application to consider a range of possible outcomes to a problem, and more general thinking skills are developed when pupils in Year 4 make logical deductions in constructing a branching database. In addition, all teachers make widespread use of the interactive whiteboard technology in each classroom to present material in many subjects to

pupils, and involve the pupils in using the whiteboards to demonstrate understanding of their learning to others.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils show positive attitudes and ask searching questions.
- The curriculum lacks depth, breadth and coherence.
- The co-ordinator has made a good start to improving provision in geography.

Commentary

61. In the areas of work seen, achievement is satisfactory and standards by Year 5 are in line with those expected. However, the school's planned teaching programme for Year 6 meant that geography was being taught for the first time this school year during the week of the inspection to these pupils. Pupils' knowledge of a range of locations in Britain and abroad is satisfactory, but lacks detail. They understand some of the issues associated with caring for the environment, such as reducing waste and recycling. Map work in pupils' work is very limited and does not reach the standard expected. Four lessons were seen and teaching is satisfactory.
62. Teaching is interesting when it engages pupils and uses a range of resources, such as photographs of different environments and samples of packaging, to illustrate waste. However, on occasions, questions asked by the teachers do not draw on pupils' own experiences sufficiently. In all lessons, learning was aided by the pupils' positive attitudes and behaviour. Pupils are always engaged and thoughtful and prepared to ask challenging questions. In a Year 4 lesson in which features of the water cycle were being discussed, despite some lack of clarity in explanations relating to the nature of water vapour and the detailed features of condensation and precipitation, pupils reflected on why water in the sea appeared blue or green, yet in the clouds it ranged from white to dark grey. They also considered whether evaporation was occurring even when there had been no rain and, if evaporation was occurring, why does it not rain during a drought. The teacher successfully encouraged further discussion and explanation of these questions.
63. The position of geography in the school's curriculum and the attainment of pupils are not as good as reported previously. The school has recognised that geography provision requires improvement so that it matches that of other subjects. The new co-ordinator has made a good start; he has a clear understanding of the current strengths and weaknesses, and has developed detailed curricular planning for Years 4 to 6, and is to now produce guidance for Year 3. The time since these plans were developed has not been sufficient to have a significant effect on current provision. The organisation of the curriculum and the lack of continuity in pupils' learning have negative effects on pupils' progress. In pupils' work there are good examples of the use of their literacy skills and the collection and display of data to compare traffic in Chiswick and in a rural location in Suffolk.

History

64. **History** was not a major focus during the inspection and it was not possible to observe any lessons. It is not possible, therefore, to make overall judgements on the quality of provision or the quality of teaching. The school's documentation, pupils' work and displays show that the requirements of the National Curriculum are being met. Pupils' work shows a good standard, often above what might be expected. This quality of work is achieved because pupils are

given interesting tasks to find out about, such as, for instance, life at the time of the Ancient Greeks, in Victorian times or life in Britain since 1930. This work demonstrates that pupils have a good understanding of the range and reliability of historical evidence. Numeracy skills are used well, for instance, when pupils used census data to compare aspects of modern life to that in the past in a similar area. Pupils' personal development is promoted well, such as empathetic writing home as a father on the Jarrow march. Pupils considered the role of the Ancient Greeks in developing democratic principles. Effective use is made of a range of visits, such as to a 'Victorian school' and to museums, to aid learning. Pupils make good use of ICT, including the Internet, to support their work in history.

Religious education

Provision in religious education (RE) is **good**.

Main strengths and weaknesses

- Teaching is good so that pupils learn and achieve well.
- The subject is well led and managed by a talented leader with a very clear overview of the subject and vision for the future.
- Good use is made of visits and visitors to enhance the subject and make it more meaningful and relevant to the pupils.
- The subject supports pupils' spiritual, moral, social and cultural development very well.
- Teachers know the pupils well as a result of good continuous assessment, but formal recording of what pupils know and can do lacks consistency across the school.

Commentary

65. Much of the work done in RE is through discussion, role play and drama so the actual amount of written work varies. However, from the range of lessons seen through the school and a review of pupils' work and displays it is clear that standards throughout the school are in line with those expected by the local agreed syllabus and there are many examples of good or very good work. All pupils make good progress and achieve well, including those with special educational needs and those for whom English is not their first language.
66. Teaching is consistently good. Lessons are well planned and prepared, and have a clear focus. Teachers routinely get the pupils to think about how well they have achieved the learning intentions of the lessons so that they are better involved in their own learning and know what they need to do to improve. This is seen too in the marking, which is very well focused on the learning intentions, and pupils are given very clear advice on how to improve, as well as encouragement and recognition of what they have done well. Relationships are a strength of the school and these help create a very positive learning environment, with very positive attitudes. Teachers stimulate and interest the pupils with interesting activities and well-paced lessons that keep pupils focused. Teachers have very high expectations of behaviour, manage pupils effectively and pupils respond well. One of the positive features is that pupils are involved and encouraged to reflect on what they are learning; for example, Year 4 pupils used drama and discussion to act out the story of 'The Six Blind Men and the Elephant' in their studies on Buddhist principles and made some very perceptive comments. They came to their own conclusions in different ways but all recognised that different people 'see' things differently and can sometimes jump to conclusions without having the full picture. They used examples from their own lives to illustrate this well. Year 6 pupils reflected on Humanist principles, making comparisons with other faiths, and made their own judgements on the similarities and differences, discussing what their own priorities would be.
67. The subject leader has not been in post very long but is already making a significant contribution to the development of the subject. She monitors well and has a very clear view of the strengths and needs of the subject and the standards being reached. She leads and manages well. Resources are good and effective use is made of visits and visitors. A good

example of this is seen in the Year 5 display of a visit to a Gurdwara, which clearly stimulated and engaged the pupils. Religious education supports pupils' spiritual, moral, social and cultural development very well. The very good use of reflection, constantly related to pupils' own experiences and views of what should or should not be done, are very positive. Language and literacy are very well supported, and RE provides very good opportunities for the development of speaking and listening and planned opportunities to develop extended writing. Very effective use is made of ICT to help support and develop RE.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

68. Neither **art and design** nor **design and technology** was a main focus of the inspection. No lessons were observed, and it was not possible to review pupils' work in either subject. From the range of attractive display work in classrooms and corridors, it is evident that an effective art and design curriculum is in place. Classes have produced displays illustrating the 'Ten Values' which the school has decided to promote. Among the range of extra-curricular activities is a sketching club where interested pupils have good opportunities to develop their art skills. Work seen showed that pupils observe closely and exercise good care over the quality of the work which they produce.

Music

69. **Music** was sampled and only one lesson was observed, so it is not possible to make a judgement on provision, standards or quality of teaching. From the lesson seen, watching and listening to pupils in assemblies and a review of planning, it is clear that all requirements of the National Curriculum are being met. Indeed, music has a high profile in the school and is very highly valued as a means of enhancing and enriching pupils' experiences and stimulating them. Music makes a very good contribution to pupils' spiritual, cultural and multicultural development.

70. Pupils have regular opportunities to sing and perform in assemblies, concerts and in productions. There is a drumming club and the high quality of their drumming was heard in a special music assembly. Twelve pupils and two teachers faultlessly performed a quite complex and dynamically challenging African song, complete with refrains, and emotionally moved an audience of pupils, teachers, parents and carers and inspectors. The singing of the whole school was very good, with pupils enthusiastically and musically singing two songs, again with quite complex rhythm patterns and in two-part harmony. No doubt the large choir, which meets weekly and comprises boys and girls from each year group, helps here. As well as the drumming group, which the teacher also runs for parents and carers, there are about 100 pupils involved in learning a musical instrument through a range of peripatetic music teachers who visit the school. Violin, viola, cello, flute, clarinet, saxophone, trumpet, guitar and keyboard are among the instruments being studied. In the one lesson seen the teaching and learning were very good, with a talented teacher using a wide range of musical and teaching skills to challenge, motivate and extend a Year 5 group of pupils in composing and performing, using glockenspiels and xylophones. Standards were above the expected level.

Physical education

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- Good teaching leads to attainment that is above that expected.
- Good links with a secondary school enhance provision.

Commentary

71. Although PE was not a major focus during the inspection, it was possible to observe three lessons. However, none of these were in Years 5 or 6. Pupils in Year 3 were very well taught and made significant progress in their swimming skills. Instructors and teachers worked well together. The instructor's skills and her assessment of pupils were very effective in guiding pupils as to how they could improve. In Year 4, very good teaching of dance ensured pupils made rapid progress in moving to 'eight beats' and in developing gestures and poses within their dances. Good opportunities were provided for pupils to evaluate each other's work. Outdoor and adventurous pursuits are included in both residential school journeys and timetabled lessons. The good support of a teacher from a local secondary school ensured Year 4 pupils developed a good understanding of orienteering. Indeed, they had made such good progress over the weeks that they all completed the course organised in the playgrounds within 10 minutes; much to the teacher's pleasant surprise! Pupils' attitudes to PE are very good, although occasionally excitement begins to get the better of them and teachers have to exercise firm control. This was evident, for instance, just prior to the teacher videoing the dance routines, which were to be used for analysis in the classroom. A good range of extra-curricular sports activities makes a positive contribution.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education (PSHCE) is **very good**.

Main strengths and weaknesses

- Excellent relationships between teachers and pupils make an excellent contribution to achievement.
- The very effective programme contributes very well to the promotion of pupils' confidence.
- Personal, social, health and citizenship education makes an excellent contribution to pupils' spiritual, moral, social and cultural education.

Commentary

72. Pupils achieve well and the quality of teaching and learning is very good. A significant feature of the teaching and learning is the excellent relationship that teachers have with their pupils. This relationship ensures that pupils enter into discussions about issues of concern and interest with great confidence. Teachers use PSHCE lessons very effectively as a vehicle for pupils to apply their speaking, listening and thinking skills and pupils from all ability groups contribute very well to discussions.
73. The programme, taught to each year group, enables pupils to explore their feelings and those of others sensitively. Pupils in Year 3 considered Children's Rights and in Year 5 the pupils explored the pressure that others can put us under to take risks. Very good attention is paid to keeping safe and healthy, and the school is taking part in a pilot programme to encourage active lifestyles and working towards the healthy schools award. Personal, social, health and citizenship education provides well for the promotion of pupils' sex education and in raising their awareness of the dangers of alcohol, drug and medicine abuse.
74. Leadership and management of PSHCE are very good. The subject co-ordinator has developed a programme that is applied very well by teachers throughout the school. The success of PSHCE is evident in pupils' attitudes to their learning and in their knowledge of how they can contribute towards and care for their school and the global community. The programme makes a very valuable contribution to pupils' excellent spiritual, moral, social and cultural development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
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	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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