

# INSPECTION REPORT

## WOOD END JUNIOR SCHOOL

Greenford

LEA area: Ealing

Unique reference number: 101935

Headteacher: Mrs R Miller

Lead inspector: Mrs A Johns

Dates of inspection: 3<sup>rd</sup> - 5<sup>th</sup> May 2005

Inspection number: 268291

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:	Foundation
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	359
School address:	Vernon Rise Greenford Middlesex
Postcode:	UB6 0EQ
Telephone number:	(020) 8422 6175
Fax number:	(020) 8422 5178
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Goss
Date of previous inspection:	25 <sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Wood End Junior is a larger than average Foundation junior school with 359 pupils currently on roll, in 12 classes. It is situated in an attractive modern building. Attainment on entry to the school is below average overall, with a significant number of pupils well below age-related expectations. The intake of the school is mixed, and includes about 50 per cent of pupils from minority ethnic backgrounds. There are slightly more boys than girls. A large percentage of pupils live in local authority or housing association flats or houses surrounding the school. The school is part of an Education Action Zone, recognising the social disadvantages of the area. The percentage of pupils known to be eligible for free school meals, at 26 per cent, is broadly average. The percentage of pupils whose first language is not English is very high at 38 per cent, although there are very few pupils at an early stage of English language acquisition. The percentage of pupils identified as having special educational needs is above the national average at 25 per cent. This includes pupils with specific learning difficulties, moderate learning, social, emotional and behavioural, speech and communication difficulties and autism. The percentage of pupils with a statement of special educational needs is broadly average. There are 34 refugee or asylum-seeking pupils on roll, a number that is increasing.

Pupil mobility is about average. The school is involved in the following national initiatives: Education Action Zone, Excellence in Cities and the Leadership Development Strategy in Primary Schools. The school is working towards the Investors in People Award. It received the Healthy Schools Award in 2004, Schools Achievement Award in 2004 and Basic Skills Quality Mark in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18579	Mrs Anne Johns	Lead inspector	Religious education Music English as an additional language
10965	Mrs Pat Edwards	Lay inspector	
20560	Mr Paul Adams	Team inspector	Science Information and communication technology (ICT) Geography History
20614	Mr Don Kimber	Team inspector	Mathematics Art and design Design and technology Special educational needs
24528	Mr Garth Muton	Team inspector	English Physical education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Wood End Junior is a **good** school with many strengths. The headteacher, deputy headteacher and senior leadership team provide strong leadership, which is fully supported by staff and governors and ensures that pupils achieve well. The good teaching enables many pupils to achieve standards which are at least average by the end of Year 6. There is a high level of care and support for the pupils. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- The school has a very positive ethos where all individuals are fully valued, and relationships, behaviour and attitudes are very good.
- The quality of teaching is good and has a positive impact on standards and achievement.
- There is a strong staff team with effective leadership.
- Standards in information and communication technology, art and design and religious education are above expectations by the end of Year 6.
- The provision for pupils with special educational needs is very good.
- Pupils' spiritual, social, moral and cultural development is very good.
- The curriculum is very effectively enhanced by links across the curriculum.
- The quality of handwriting is below expectations throughout the school.
- Pupils' attendance is below average, which has a negative impact on individual standards and achievement.

The school has made good improvement since the last inspection. Statutory requirements are now met. Since the previous inspection, the percentage of pupils with special educational needs has increased, but standards have been maintained and are improving. The quality of handwriting is still below expectations. Very good improvement in assessment procedures and the use of data is beginning to have a positive impact on standards. The quality of teaching has improved, with over 70 per cent of lessons at least good and no unsatisfactory teaching. The teaching and provision for pupils who speak English as an additional language has improved and is good, which has a positive impact on the pupils' achievement. The results from the national tests indicate a difference in the performance of boys and girls, but no differences were observed during the inspection. The school has good potential for further improvement. Aids to achievement include the effective leadership and the strong, supportive staff team, the commitment to the inclusion of all pupils and the high level of care and support. The very good level of resources and accommodation also supports the learning very well. Barriers to raising achievement are the below average level of pupil attendance and the lack of support from some parents, despite the school's best efforts.

### STANDARDS ACHIEVED

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

**Achievement is good because of the effective teaching.** Many pupils join the school with below average skills and understanding. National test results in 2004 for pupils in Year 6 were well below average in English and below average in mathematics and science. This cohort of pupils included

many pupils with specific individual needs. In relation to similar schools, and when compared with their results in Year 2, the pupils achieved well in English and science and very well in mathematics. Inspection findings indicate that standards in English, mathematics and science are average. Standards in ICT and art and design are above age-related expectations. In religious education many pupils achieve standards above those set out in the locally agreed syllabus.

**Pupils' personal development is very good.** Their spiritual, moral, social and cultural development is very good, overall. The pupils have very positive attitudes to learning and their behaviour in and around the school is very good. Relationships with each other and with the staff are very good. Despite thorough procedures being in place, the pupils' attendance is below average. The very good provision for pupils with special educational needs, and the good provision for pupils who speak English as an additional language, ensure that there is no difference in the achievement of different groups of pupils.

## **QUALITY OF EDUCATION**

**The school provides the pupils with a good education. The teaching is good overall with a significant amount of very good teaching.** Successful teamwork helps to ensure that pupils achieve well. Effective support for pupils with special educational needs and those who speak English as an additional language ensures that pupils make good progress. The wide range of extra-curricular activities and good links with the community enrich the pupils' learning. Pupils receive a high level of care and support, which has very positive impact on their achievement.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The strong leadership of the headteacher, deputy headteacher and senior leadership team has ensured good improvement, effectively supported by staff and governors. Subject leaders have developed their roles well and provide good leadership. Very good leadership in assessment has ensured that assessment has been developed very well and has a positive impact on the quality of education provided. Management is good; there are effective procedures for checking and evaluating the work of the school. The work of the governing body is good; the governors have a clear understanding of how well the school is doing and ensure that all statutory requirements are met. The school development plan is informative and provides a thorough agenda for improvement.

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

Parental support is satisfactory. Parents are very pleased with the high quality of care and support which their children receive, the quality of teaching, the very good accommodation and the provision for ICT. Pupils enjoy coming to school; they feel valued and appreciate being given responsibilities. They enjoy the wide range of activities on offer.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of handwriting throughout the school.
- Improve pupils' attendance.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Achievement throughout the school is good. Standards in English, mathematics and science are average. Standards in ICT and art and design are above age-related expectations by the end of Year 6. Standards in religious education are above those set out in the locally agreed syllabus.

#### Main strengths and weaknesses

- Most pupils start school with below average standards; they achieve well and most pupils are in line with the standards expected by the end of Year 6.
- Pupils identified as having special educational needs and pupils who speak English as an additional language achieve well because of effective support.
- Standards in ICT and art and design are above age-related expectations by Year 6, and standards in religious education are above the expectations set out in the locally agreed syllabus.
- Standards in handwriting are below average throughout the school.

#### Commentary

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

Standards in:	School results	National results
English	25.5 (26.8)	26.9 (26.8)
mathematics	26.5 (27.2)	27.0 (26.8)
science	27.7 (28.5)	28.6 (28.6)

*There were 94 pupils in the year group. Figures in brackets are for the previous year.*

1. Attainment on entry is below average overall, with a significant percentage of pupils well below average in English, mathematics, and science. Since the previous inspection the percentage of pupils identified as having special educational needs has increased. In the 2004 cohort of pupils, a significant percentage of pupils had personal difficulties, which had an impact on their performance. This has also had an impact in the trend of attainment over time, which is below average. In the national tests for 2004 for Year 6, based on average points, standards were well below the national average in English and below average in mathematics and science.
2. In relation to similar schools and based on prior attainment, standards were above average in English and science and well above average in mathematics. The percentage of pupils who achieved the higher Level 5 in mathematics was above the national percentage.
3. Over the past few years, the trend has indicated that girls achieve better than boys in the core subjects. During the inspection there was no evidence to indicate that there was any difference in the standards achieved by boys and girls in any subject.
4. Pupils with special educational needs achieve well because of the good support they have in whole-class lessons and in work with smaller groups. Pupils who speak English as an additional language are quickly assessed and given good support, which enables them to rapidly develop their English language skills and to achieve well.
5. Standards in ICT are above average. Teachers and pupils are confident at using ICT; interactive whiteboards are used well throughout the school to make lessons interesting and support effective learning.



6. Standards in religious education have improved and the provision is good. Many pupils achieve levels above those set out in the locally agreed syllabus. Standards in art and design are above expectations. Pupils use a range of media in an exciting and stimulating way.
7. During the inspection there was insufficient evidence to make a judgement on standards in design and technology, history, geography, music and physical education.
8. The following table compares attainment now with that at the time of the previous inspection and includes comments on the reason for any change in addition to comments on achievement.

### Attainment in Year 6

	Attainment in the 1999 inspection	Current inspection judgements	Pupils' achievement in relation to prior attainment	Comments
<b>English</b>	Average. Handwriting - some weaknesses. Spellings frequently inaccurate. Insufficient writing across the curriculum.	Average, overall. Handwriting is below average. Spellings mainly accurate. A range of writing across the curriculum.	Pupils' achievement is good.	Drama is used well to develop language skills. Good teaching ensures that all pupils make at least good progress. Assessment is very good and used very well to support pupils' learning.
<b>Mathematics</b>	Satisfactory.	Standards are average.	Pupils achieve well.	Good teaching and positive attitudes ensure that all pupils progress well.
<b>Science</b>	Average.	Standards are average.	Pupils achieve well because there is a wide range of practical experiences.	Pupils enjoy science and develop their investigation skills well.
<b>ICT</b>	Above expectations.	Above expectations.	Pupils achieve well because they have regular opportunities to develop their skills.	The very good level of resources support the learning very well. Teachers are confident at using ICT very well across the curriculum.
<b>Art and design</b>	In line with expectations.	Above expectations.	Pupils respond well to the good teaching.	There are good opportunities to develop drawing skills across the curriculum.
<b>Religious education</b>	In line with the locally agreed syllabus. Did not meet statutory requirements.	Above standards set out in the locally agreed syllabus. By Year 6, pupils have a thorough knowledge of different world religions.	Pupils achieve well because of the range of interesting activities, which are related to their own experiences.	Pupils explain the similarities and differences between religions with confidence. Meets statutory requirements.

9. The good quality of teaching has a significant impact on pupils' achievement. The very good relationships in the school ensure that pupils feel confident and able to contribute their best. The very good level of resources support the learning very well, for example, in ICT and religious education, where standards are above expectations.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good. Their behaviour is very good. Pupils respond very well to the school's very good promotion of spiritual, moral, social, cultural and personal development. Relationships are very good. Attendance is below the national average, although pupils' punctuality is satisfactory.

## Main strengths and weaknesses

- The pupils' attitudes to their learning are very good.
- Relationships between staff and pupils and amongst pupils themselves are very good.
- Pupils' moral, social and cultural development is very good and contributes very effectively to pupils' personal development.
- Pupils' attendance is unsatisfactory.
- Teachers have very high expectations for pupils' behaviour and pupils respond very well.

## Commentary

10. Pupils are very enthusiastic and most work hard in lessons. They enjoy coming to school and have very positive attitudes to their learning. Most pupils behave very well, both in lessons and around the school. The school has developed a good range of strategies to help pupils improve their behaviour and these are used consistently by staff. The school has a very good system to deal with any reported incidents of bullying. Parents and pupils do not have any concerns regarding bullying and feel confident that any issues arising will be resolved by staff. In the last reporting year, seven pupils were excluded for 11 fixed periods. All the necessary procedures with regard to excluding pupils are fully in place and were clearly followed. The few racist incidents that occur are dealt with immediately and reported to the borough termly.

### *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	138	6	0
White – Irish	5	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	8	4	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	30	0	0
Asian or Asian British – Pakistani	18	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	40	1	0
Black or Black British – Caribbean	27	0	0
Black or Black British – African	44	0	0
Black or Black British – any other Black background	2	0	0
Chinese	4	0	0
Any other ethnic group	2	0	0

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

11. Pupils' spiritual development is good. Pupils gain good understanding of their own and other religions through religious education lessons and collective worship. The opportunity to develop pupils' self-knowledge and spiritual awareness is consistently promoted. Pupils have a quiet area in the playground and a 'listening box' in which to place their thoughts and concerns.
12. Pupils' moral development is very good. Pupils respect the school code of conduct. They know right from wrong and are fully aware of how their actions affect others. The home-school agreement successfully supports the school policies on behaviour. Pupils are encouraged to discuss moral issues such as animal cruelty as observed in a Year 5 English lesson discussing *Black Beauty*. Pupils gain an awareness of others less fortunate than themselves through their support of charities, such as Guide Dogs for the Blind.
13. Social development is particularly good and results in very constructive relationships both between staff and pupils and pupils themselves. This promotes a very good working environment and makes a positive impact on pupils' achievements. The school promotes a high level of racial harmony. Pupils accept responsibility readily and enjoy acting as buddies, monitors and prefects, completing any tasks they have been given to the best of their ability.
14. Pupils' cultural development is very good. There are a wide range of opportunities for pupils to learn about their own cultural heritage and the diversity of other cultures and faiths. There is a rich provision offered through music, art and design, visits to festivals and other places of interest such as Kew Gardens and Windsor Castle. Strong links have been developed with a school in South Africa which have fostered an awareness of cultural differences.
15. The school regularly reminds parents about the importance of good attendance, but this is not supported by all parents. Attendance, at 93.5 per cent, is below the national average, which has a negative impact on the pupils' achievement. The pupils' punctuality is satisfactory. Registers are called at the beginning of every session and staff carefully monitor attendance and punctuality. Thorough procedures are in place, such as following-up absence on the first day. The school has a strict policy for recording unauthorised absence, which is carefully explained to parents.

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

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.9
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. The quality of teaching and learning and of the curriculum is good. The care and welfare of the pupils and the care and guidance provided for them are very good. The links with parents, the community and other schools are good.

**Teaching and learning**

The quality of teaching and learning is good in each year group. The quality of teaching for pupils with special educational needs is very good. Pupils who speak English as an additional language receive effective teaching. The quality and use of assessment are good.

**Main strengths and weaknesses**

- The good and very good teaching results in good levels of achievement in lessons and overall.
- The strong staff team are dedicated to ensuring all pupils achieve their best. They ensure all pupils are included and valued, which supports the learning very well.
- The very good teaching for pupils with special educational needs ensures that these pupils make good progress in their learning.
- Effective teaching and support for pupils who speak English as an additional language ensures they make speedy progress in their English language skills.
- Confident teaching, including effective use of the interactive whiteboards, enables pupils to achieve standards above age-related expectations in ICT.
- Teachers make effective use of links between subjects to develop and sustain the pupils' attitudes to learning.
- The quality and use of assessment practice has much improved and is good.

## Commentary

### **Summary of teaching observed during the inspection in 53 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	10 (19%)	29 (55%)	14 (26%)	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.*

16. The overall quality of teaching is good, which ensures that pupils make good progress with their learning through the school. The teaching of pupils with special educational needs is very good, ensuring that pupils make at least good progress. Pupils who speak English as an additional language have an early assessment of their English and are provided with effective support, which has a positive impact on their achievement.
17. There have been several staff changes since the previous inspection, but the good quality of teaching has been maintained. No teaching was less than satisfactory and about 20 per cent of the teaching was very good. The good leadership results in a strong team spirit with a total commitment to the inclusion of all pupils. This has a very positive impact on pupils' achievement. The teaching assistants work well with the pupils and the teachers, ensuring that pupils achieve well in a stimulating working environment. Teachers have high expectations and behaviour management is very good. Pupils understand what is expected of them and they are keen to do their best. The teachers are confident and have thorough subject knowledge. They enjoy teaching and their enthusiasm motivates the pupils to want to learn. The interesting links made across the curriculum make the learning interesting and meaningful. Teachers use resources very successfully to support learning.
18. In the most successful lessons there was a brisk and lively pace and a range of different strategies were used to make the learning interesting, including the use of the interactive whiteboard. Teachers used questions very well to probe the pupils' thinking and extend their understanding. Teachers introduced lessons in an interesting and clear way, which ensured pupils settled quickly to the tasks. The planning was thorough and included helpful objectives, which were spelt out clearly with the pupils at the start of the lesson. The plenary sessions at the end of the lessons were lively and interesting and enabled pupils to assess the progress which they had made.
19. When the teaching was less successful, although still satisfactory, teachers were not as confident and consequently the pace of learning was slower. Planning was not as clear and did not identify specific learning objectives, which meant the pupils were not as sure about what was expected.
20. There is a regular monitoring and evaluation of the teaching and curriculum, with useful feedback to staff, which has a very positive impact on teaching and learning.

21. Pupils with special educational needs make good progress towards their targets. They are well supported in lessons where teachers use methods to involve all pupils in the learning. The special educational needs co-ordinator (SENCO), special educational needs teacher, and classroom assistants work closely with pupils to help them to develop confidence, and become more independent. All staff have ready access to the very good quality individual education programmes devised to guide the learning for these pupils. Good quality assessment practices underpin the good progress made by pupils with special educational needs.
22. The effective teaching in ICT supports the learning very well in a range of subjects. The teachers are fully confident in the use of the interactive whiteboard and use it very effectively in many lessons. Consequently, pupils are also confident and enthusiastic and their work is above age-related expectations. Teaching in religious education has improved and is good. Through a range of activities including, visits, drama, art and design, discussion and purposeful writing, pupils achieve well.

### **Assessment**

Assessment is good and progress since the last inspection is very good.

23. Assessment is good because it is a systematic part of the school's work. In lessons, teachers analyse effectively pupils' responses, both oral and written; then adjust their teaching accordingly. Pupils know errors will be made but can learn from them. There is a good range of formal and informal assessments that informs planning and target-setting. The school monitors the progress of individual pupils and different groups in all subjects. Pupils' strengths and weaknesses are diagnosed, and if for instance they are underachieving then appropriate action is taken. Teachers discuss regularly with pupils their work, agreeing and changing targets. Pupils and parents are aware of these targets and what they should be doing. Sometimes too many targets are set and this is less effective. The assessment co-ordinator has developed the role very well; the school now has a wealth of very useful information, which it is using effectively to support learning. The checking of results with regard to ethnicity is developing well. The quality of marking varies; there is some very good quality marking which informs the pupils about what they need to do to improve, but this is not consistent.

### **The curriculum**

The quality and range of curriculum opportunities are good. Opportunities for enrichment are good and the accommodation and resources are very good.

### **Main strengths and weaknesses**

- Provision for pupils with special educational needs is very good.
- The links made between subjects are very good.
- The accommodation and resources are very good.
- Equality of access and opportunity is very good.
- Curriculum planning is very good.
- Curriculum management ensures continual evaluation and development.

### **Commentary**

24. Thorough planning ensures that all subjects of the National Curriculum are covered. There has been good improvement from the time of the last inspection in the provision for religious education, so that it is now meeting the requirements of the locally agreed syllabus. Learning opportunities are fully accessible to all pupils, regardless of gender or ethnicity. The setting of pupils by ability in English, mathematics and science and further grouping by ability within these sets is very helpful in meeting the needs of individual pupils. The breadth of

opportunities offered in these core subjects and in ICT is good. There is good provision for pupils' personal, social and health education and pupils are well prepared for the next stage of their education. The very good collaboration between teachers in year groups helps to promote continuity and the breadth and balance of the curriculum.

25. There is very good provision for pupils with special educational needs. The special educational needs co-ordinator, and the special educational needs teacher work closely with other colleagues to ensure pupils are fully involved in the life of the school. Pupils have very good quality individual education programmes, which focus clearly upon their personal targets for them to work on. Parents are also well informed, and are encouraged to support their children's learning. The assessment procedures are comprehensive. They help to identify pupils needing assistance, and record well the typically good progress that they make. Support services are involved to ensure that the needs of pupils are met.
26. The curriculum offers good provision for pupils who speak English as an additional language, thus ensuring that all pupils participate in a full curriculum. The school's very good commitment to inclusion and the pupils' wellbeing is impressive.
27. A particularly strong feature of the curriculum is the links made between different areas of learning. For example, teachers use history topics to provide a stimulus for pupils' writing and pupils make three-dimensional models in design and technology to reinforce their learning about plants in science. Religious concepts are explored through art and design, for example, by making Islamic inspired designs. There are many examples of this type of approach throughout the school.
28. A great deal of effort has gone into the planning of the curriculum. It is now very systematic and accessible for teachers through the school's computers. The curriculum co-ordinator has set up systems whereby the effectiveness of the curriculum is regularly evaluated by teachers and subject co-ordinators. As a result of this process, the curriculum is continually improved, for example by providing extra resources where necessary.
29. There is a strong impulse within the school to make the curriculum fun and to offer pupils as wide a range of opportunities as possible. A number of special theme weeks are held throughout the year, such as an arts week, a myths and legends week, a sports and fun week and many others. A good range of extra activities are arranged, such as visits to theatres and festivals. A good number of visitors, including musical groups, authors and artists, are invited in during the year. Year 6 pupils have the opportunity to take part in a residential visit. Links with the West London Academy helps in the provision of extra activities, especially in sport. The range of after-school clubs is good. Teachers also provide homework clubs and booster classes.
30. The quality of accommodation is a great aid to both learning and the promotion of a positive school ethos. Accommodation is kept to a high standard. The library is currently housed in a temporary building, which is a considerable disadvantage. Teaching and learning resources, which include interactive whiteboards in every classroom, are very good and have a very positive impact on the pupils' learning. There is a good balance between experienced and newly qualified teachers. The number of teaching assistants and their level of expertise are good.

### **Care, guidance and support**

Procedures for pupils' health, safety and welfare are very good. Pupils receive very good support and guidance within a caring environment.

### **Main strengths and weaknesses**

- Pupils are valued as individuals.
- The school provides a very caring and supportive environment.

- Good induction arrangements help pupils settle quickly.
- Pupils are consulted through the school council.
- Child protection procedures are fully in place.

### **Commentary**

31. This is a very caring and supportive school. The provision for pupils' health, welfare and protection is very good and has improved since the previous inspection. Staff are well aware of child protection and health and safety procedures. All necessary training is up to date. Health and safety is addressed in the curriculum and the school encourages a healthy diet. Many pupils take up the offer of a cooked school meal at 'Woody's', which is the school canteen. Parents are pleased that their children are well supported during their time at school. Procedures to monitor and support pupils' personal development are very good. Class teachers know their pupils very well. Pupils are involved in setting their targets for improvement and parents are informed of these targets at parent-teacher consultation meetings.
32. The induction process into the school is effectively implemented and there are good links for induction with the infant school. The transition to secondary school is well managed. This ensures pupils' progression to the next stage of their education is as smooth as possible. Arrangements for inducting and settling pupils from non-English-speaking backgrounds are effective and the pupils receive very good care and support.
33. Pupils are very happy in school. Their involvement in the day-to-day life of the school is very good. They have good and trusting relationships with staff, including the lunchtime staff and site manager. Opportunities to consult with pupils are provided in circle time, class discussion and through school council meetings. A pupil questionnaire regarding bullying was acted upon, which encouraged pupils to feel involved in the decision-making process in the school.
34. There is very good support for pupils with special educational needs. Several parents commented on the high quality of care provided for their children. Good links are maintained with support agencies so that they can provide appropriate support for pupils with special educational needs.

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

The school's partnership with parents and the local community is good. The links with partner institutions are good overall.

### **Main strengths and weaknesses**

- Parents value the school, although few help in school.
- The school has forged good links with the local community.
- The links with other schools promote curriculum development and learning opportunities.
- The school provides good information for parents.
- Despite the school's best efforts, not all parents give the required support at home.

### **Commentary**

35. The school's links with parents and the community have continued to develop since the last inspection. Parents are regularly informed about events and provided with many opportunities to become involved with their children's education, both at home and at school. However, few parents avail themselves of these opportunities. Parents have positive views about the school. They like the open door policy and find the headteacher and staff approachable. Information provided for parents is good, with regular newsletters and curriculum information. There are parent-teacher consultation meetings in the autumn and spring terms and informative annual progress reports in the summer term. Targets in the reports do not always clearly outline what

needs to be done to improve, in order to identify ways parents might help their children at home. Parents are invited to help on an individual basis, and any help given is valued by staff. The prospectus is clear and contains useful information. Parents are consulted regarding their expectations for the school and any suggestions are discussed and acted upon where possible.

36. Links with the community are good. The support received from local shops and businesses is valued. There are good links with three local churches, which together with the police have organised a summer holiday project in the school. Links with the local high school and West London Academy provide curriculum support for staff through sharing resources and specialist teaching which enriches learning opportunities for pupils, for example in sport and design and technology. There are good links with Brunel University for teacher training and work-experience students are made welcome in the school. Links with the local infant school are improving; parents would value closer liaison between the schools.
37. Parents of pupils with special educational needs are well informed and are included in discussions as soon as any needs are identified. They are invited to take part in the termly reviews, and know how they can help their children at home in relation to their individual education programmes.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher and deputy headteacher provide effective leadership, supported by well-informed governors. The leadership of the senior management team and subject leaders is good. Management is good.

### **Main strengths and weaknesses**

- The effective leadership has ensured that there is a strong staff team, with a clear vision and purpose. There is a strong commitment to the inclusion of all pupils.
- Governors keep a careful eye on the school and know what the school needs to do to improve.
- There is a clear system of self-evaluation, which has a positive impact on standards.
- There is careful monitoring of the school budget, with care to ensure best value.
- Subject leaders have developed their role well and are fully involved in planning and monitoring the work of the school.

### **Commentary**

38. Leadership and management have improved since the previous inspection when they were judged to be satisfactory. The strong leadership ensures that pupils receive a good education in a supportive environment where each individual matters. The school is a good place for adults and pupils to work. The headteacher, deputy headteacher, and senior staff provide very good role models for all staff and pupils. There is clear vision for the school, which is shared by all. The results of any monitoring and evaluation are used well to improve practice. The senior leadership team meets regularly to discuss and act upon the most important issues. The deputy headteacher is also the assessment co-ordinator and has developed this role extremely well. The school now has a wealth of useful data, which is analysed to indicate trends in achievement. The successful use of this information is beginning to impact upon standards.
39. There is a very good level of inclusion for all pupils. Pupils thrive in the positive atmosphere where their individual skills are nurtured. Pupils have respect for each other and benefit from working and playing with pupils from a range of different backgrounds.
40. Subject leaders have developed their roles well and have a thorough understanding of what is needed to ensure continued improvement. They are enthusiastic and value the opportunity to



develop professionally. New staff, students and visitors are quickly welcomed into the school. Support staff work closely with the teachers, which has a positive impact on the pupils' achievement. The administrative staff and the site manager ensure that day-to-day procedures run very smoothly and efficiently.

41. Management procedures are good. There is a clear vision of where the school is going and very good level of support and encouragement for staff. Staff are clear about their roles and there is effective delegation of responsibilities. Induction procedures work well. There are successful procedures for tracking pupils' progress and monitoring their achievement. These have a significant impact on the quality of education because of the increasing use of this information to support their learning. Performance management procedures are seen as important in helping staff to examine their teaching and discuss how to improve.
42. The co-ordinator for special educational needs manages the provision very well, providing good leadership and management. She has worked well with colleagues, including the recently appointed special educational needs teacher, to develop very good provision in the school for pupils with special educational needs. The weekly planning meetings with support staff, good accommodation and resources and strong links with support agencies have all been fostered successfully. The governor responsible to special educational needs supports the school well.
43. The leadership for pupils who speak English as an additional language is good, with accurate assessment of the pupils' individual needs soon after they arrive at the school. Additional funding is used effectively for its intended purpose.
44. The governance of the school is good. Statutory requirements are now met. Governors have strengthened their monitoring role. They have close links with the school and a thorough knowledge of day-to-day life through their links and regular visits. They question and challenge the school. The school budget is skilfully managed and is regularly monitored by the governors. They consider a variety of options when making spending decisions to ensure that best value is obtained. The school development plan is an informative document, which sets out clear steps for improvement. The lack of financial information in the school improvement plan makes it more difficult to check the impact of spending decisions and to link financial spending with the areas for improvement. The school has a relatively high carry forward as some planned building work did not take place during the financial year.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	1,189,036	Balance from previous year	315,256
Total expenditure	1,249,001	Balance carried forward to the next year	255,291
Expenditure per pupil	3,479		

45. Aids to raising achievement are the strong staff team and the very positive attitudes of all staff and governors. The very good accommodation and level of resources also have a positive impact on achievement. Taking into account the cost per pupil, standards, achievement and the quality of teaching, the school provides good value for money. Good improvement has been made with regard to leadership and management since the previous inspection.

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

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

#### **ENGLISH**

Provision in English is **good**.

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

- Pupils make good progress in many aspects of English.
- Pupils who are underachieving are quickly identified and given extra support.
- Standards of pupils' handwriting are below average.
- Teachers do not always follow up the points identified in their marking.

#### **COMMENTARY**

46. Standards achieved by pupils in Year 6 are close to the national average in speaking, listening, reading and most elements of writing. This is a much better picture than that shown by the results of the 2004 national tests when standards were well below average. These results reflected the significant number of pupils in that cohort with lower capabilities. The vast majority of pupils achieve well, including those with special educational needs and those who speak English as an additional language. No differences were observed in the attainment of boys and girls. Improvement from the time of the last inspection has been satisfactory.
47. The speaking and listening skills of pupils in Year 3 are well below expectations, but by the time they reach the end of Year 6, they ask and answer questions confidently, are able to have sensible group discussions and use 'talking partners' well to help them with their learning. Most Year 6 pupils read fluently and many have favourite authors and use the content of their books to explain ideas. About 75 per cent of pupils are reading at expected levels and a number of additional pupils are very close to these standards. This is a similar situation to standards in writing. Teachers have worked hard to improve achievement in writing. This is beginning to show results, so that most pupils punctuate accurately and write in an organised way using interesting vocabulary.
48. A significant exception to the overall picture of good achievement is the quality of pupils' handwriting. Too little has been done to improve this aspect of pupils' work, with the result that only a small minority of pupils in Year 6 are able to write in a fluent cursive style. The majority print their letters or have a very untidy joined-up handwriting. Too little time is spent practising and developing handwriting and teachers do not have consistently high expectations for the presentation of pupils' work.
49. This inconsistency in teaching mars an otherwise very positive picture of very good teamwork where the teachers and their assistants work very well together. This is especially evident in the school systems for supporting individual reading and for identifying underachievers. Not all pupils enjoy reading and some read very little outside of school, so teachers provide frequent times and opportunities for reading. Although more could still be done to promote an interest in reading, pupils are assessed regularly and whenever there is an apparent dip in performance arrangements are made for individuals to have specific help. Teaching assistants play a very important part in this and are very well trained for the contribution they make.
50. The quality of teaching is good overall. New planning systems ensure that lessons are very well focused. Teachers have very good relationships with their pupils; expectations for good behaviour are high, so that there is a purposeful learning environment in classrooms. Most teachers use the new technologies, including interactive whiteboards, well. Those who are less confident are missing opportunities to make learning more exciting for their pupils. There

is great enthusiasm amongst teachers to seek further improvements and a willingness to try new initiatives, such as extra sessions for extended writing and improvements to the marking of pupils' work. In one lesson observed, the teacher dominated by talking too much himself. This, however, is an exception as the majority of teachers are doing their best to promote the speaking skills of their pupils. Some teachers do not pay sufficient attention to corrections or improvements to pupils' work after it has been marked.

51. The new subject leader has made a good start in her role and provides good leadership and management. She is a very good role model for her colleagues and has high aspirations for success in the subject. She has led a number of training sessions for staff including the assessment of pupils' writing. She monitors the quality of work in pupils' books and is leading the improvements in the quality of marking. She is aware of the need for teachers to ensure that pupils have a real purpose for their writing and that pupils' targets match closely the level that they are working towards.

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

52. This is good overall. There are many examples of pupils producing good independent writing in science, history and religious education. There are good examples of pupils being given real purposes for writing, such as the preparation of speeches in a mock general election. The remoteness of the library is not conducive to regular use for research, although ICT is used well for this purpose.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Good procedures for assessing and recording pupils' progress have been developed and have a positive impact upon standards.
- Pupils are enthusiastic and enjoy mathematics.
- As a result of good teaching, pupils achieve well.
- The subject is managed and led well.
- There are inconsistencies in the quality of marking and in the levels of pupil participation in a few classes.

#### **Commentary**

53. Standards attained by pupils in Year 6 are average overall, and they are improving. This maintains the standards attained at the time of the last report. In the 2004 national tests for Year 6, average scores were below average compared to all schools. This reflected a significant proportion of pupils of lower capabilities in that cohort. However, when compared to similar schools nationally the standards were above average. Furthermore, when comparing the progress made by pupils upon their personal performances when they were in Year 2 in the national tests in 2000, the standards they achieved in Year 6 were well above those of other schools on a national scale.
54. Year 6 pupils achieve well, including those with special educational needs and those for whom English is an additional language. There is no significant difference in the ongoing achievement of boys and girls. However, the school has identified ways to promote the learning of boys.
55. The school has developed good assessment procedures to monitor and record pupils' progress through the school. This is an improvement since the last report. Good use is made of the analysis of test data to identify those pupils who are in need of additional support. The subject leader is currently extending the use of this analysis to identify possible gaps in

curriculum coverage. Pupils have targets, which help many to make progress. However, some pupils in Years 5 and 6, with a longer list of targets than those in Years 3 and 4, are not always fully aware of them.

56. Pupils show a real enthusiasm for mathematics in many lessons and this boosts their learning. They respond well to opportunities to participate actively, and can enjoy the sense of fun which is often promoted by their teachers without taking advantage. Most pupils develop a sound understanding of number, knowledge of their times tables and of using the four operations. More-able Year 6 pupils demonstrate mathematical competence above that expected for their age. However, a significant number of less-able pupils do not display a sound grasp of topics such as equivalent fractions and metric measures.
57. The quality of teaching and learning is good overall and has a positive impact upon pupils' achievement, which is good. The school has worked effectively to introduce active approaches to teaching and learning and to increase the range of visual and aural resources. These practices have contributed to the good improvement in the quality of teaching since the last inspection. Classroom assistants also make a good contribution to how well pupils achieve, including those with special educational needs or for whom English is an additional language. Some of the features observed in lessons characterised by good teaching and learning included:
- Lively mental/oral starters to lessons (mental mathematics quiz, bingo, 'musical pass the fraction').
  - Thoughtful use of the interactive whiteboard, often involving pupils.
  - Flexible and varied use of the range of resources.
  - Successful engagement of all pupils (lively questioning techniques, talk with partners, active learning).
  - Work that met the needs of all, and presented stimulating levels of challenge.
  - Careful and precise use of mathematical vocabulary.
58. Opportunities are sometimes missed to help all pupils reflect upon their own learning at the end of lessons. Marking of pupils' work does not consistently provide feedback upon their learning and how they can improve. In a few lessons, pupils have less opportunities for practical applications of mathematical skills.
59. The recently appointed subject leader is maintaining a good quality of subject leadership and management. This draws strongly upon the way colleagues work well together in teams. Pupils' learning is also fostered by 'mathematics festivals'. These have been introduced to enrich the curriculum and to motivate pupils, sometimes with a focus upon boys. Mathematics is given a strong focus in the school improvement plan, and the action plan identifies strategies to improve standards. The positive impact some of these have already had upon learning, such as 'active learning' and use of ICT, is evident in the classroom.

### **Mathematics across the curriculum**

60. The use of mathematics across the curriculum is satisfactory. Mathematics is used in science, geography and design and technology. However, opportunities for pupils to apply their mathematical skills in other subjects are not always fully exploited.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The good quality of teaching in the school enables pupils to achieve well.
- Improvements have been made in the use of investigative work.

- The very good relationships and positive attitudes make for a good learning environment.
- Good subject leadership and management are shown in the development of action planning and assessment.

### **Commentary**

61. The school has addressed well the key issues in science from the last inspection. There is more investigative work in lessons, assessment in science is effective and the role of the subject leader is well established. Evidence from the inspection is that this progress is having an impact and standards are rising. However, standards in the national tests in 2004 at the end of Year 6 were average, which is similar to those reported at the last inspection.
62. All pupils receive good teaching, which enables them to acquire a good range of knowledge. In Year 3 they apply their knowledge of the conditions for plant growth, predict how plants might grow under different conditions and plan experiments accordingly. Teachers use their good knowledge of the subject well, to challenge pupils with suitably difficult investigations. In Year 6, in a very good lesson, the teacher provides pace and challenge, setting pupils the task of a presentation to the class. This results in a consolidation of pupils' understanding of a micro-habitat, its food chain and the adaptations of its life forms. Expectations of what pupils can achieve are high and this is reflected in the insistence on pupils using scientific vocabulary. In Year 5, the teaching is effective as pupils are encouraged to name in detail the parts of the flower as they describe the process of pollination and fertilisation. Overall, pupils enjoy the challenges set and show a very positive attitude towards their work.
63. In lessons observed, work related to life processes. However, by talking to pupils and looking at books, it is clear that the full science curriculum is provided. There are good links with other subjects. For instance, when making torches in Year 4 design and technology, pupils discussed conductors, switches, circuits and the suitability of materials, and this was very effective. The use of ICT to support learning in all classes is good. Even in the youngest classes, pupils are expected to use the interactive whiteboards.
64. The subject leader is well qualified and enthusiastic. He has produced an action plan which reflects a strengthened role; plans demonstrate realistic priorities and a good understanding of strengths and weaknesses. He has ensured that the school is well resourced for teaching all the topics taught to pupils.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

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

- Standards are above average.
- The school has a good range of computers and other hardware, which are used very well.
- Good use is made of ICT in other subjects of the curriculum; this enhances learning.

### **Commentary**

65. Above average standards in ICT have been maintained since the last inspection. In a good lesson in Year 6, pupils used a publishing program to produce posters and brochures. They refined and presented their information in appropriate styles according to purpose and audience. In Year 5, pupils open different databases and search for information using various techniques. They present their results in a variety of graphs. In Year 3, pupils know that data is information and are able to save and retrieve it. Their teacher encourages them to repeat technical language and explain what they are doing, this enhances their learning. Discussion with pupils and review of their ICT work shows confidence with word-processing; pupils in Year 5 completed playscripts and in Year 4 used logo to draw out the initial letter of their

name. In Year 6, pupils used the Internet to gather information about the heights of different mountains, entered this information into a database and then printed out their work as a graph. All these experiences are having a positive impact on maintaining standards, which continue to be above average throughout the school.

66. The ICT curriculum is comprehensive, allowing all pupils access to word-processing, data handling and control opportunities. There is a consistent system of recording what skills have been mastered so that teachers are aware of what pupils are achieving. During the inspection, the ICT suite was used regularly throughout the day, as were the interactive whiteboards in classrooms. This quality of provision has been supported by training, both for teachers and teaching assistants. The effective subject leader provides good support to colleagues and has developed the role of assessment and monitoring.

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

67. ICT is used well across the curriculum. Teachers use the skills taught in the suite to enhance learning in a wide range of subjects. For example, pupils produced well-presented poems, combining text and graphics. The Internet is also used well and was observed during the inspection being used to carry out some research in geography. Pupils throughout the school use the computers to reinforce their learning in other subjects.

### **HUMANITIES**

History and geography were sampled. Consequently, no judgement is made on overall provision. Religious education was inspected in full.

#### **Geography**

68. In the one geography lesson seen, in a Year 3 class, teaching and learning were satisfactory. The teacher made effective links with previous lesson, considering local weather, pupils learnt that climate relates to weather types for different regions of the world. Pupils use the contents page of the atlas, this develops their study skills.
69. Other evidence was collected from talking to pupils and work in their books. Discussion with pupils in Year 6 shows that they know about major mountain ranges in different continents. They understand that height affects temperature and atmosphere, having an impact on vegetation and animal life. Consequently, they are aware of the 'treeline' and how animals adapt to mountainous conditions. In Year 4, pupils used an atlas accurately to identify the position of Egypt and the River Nile and recognised the importance of the river for farming and settlement. In Year 3, pupils used the Internet to collect the temperatures in different cities, which supported their learning about climatic regions and skills of data collection for spreadsheets and graphs. This fosters cross-curricular links with ICT, history, English and art and design and makes the learning more effective.

#### **History**

70. In the one history lesson seen, a Year 5 class, teaching and learning were good. This was because of the very good relationships in the classroom. The teacher was confident in her pupils and set them group tasks, preparing questions for use later in the lesson. She used good subject knowledge to describe life at the time of Samuel Pepys. Pupils developed a thorough good understanding of the causes of the Great Fire of London.
71. Discussion with pupils and an examination of their work shows that, in Year 6, pupils have a thorough knowledge about life during World War II. Pupils have studied the reasons for war and Britain's readiness at the time. Also, in learning about evacuees, rationing and the blackout, they are aware of the changes this made to people's daily lives. Pupils' knowledge and understanding of the past and of their own culture are well promoted through this work. When pupils write factual accounts, in their own words, about what they have learned, this

promotes their skills in writing and contributes well to their learning in history. The use of a concept map to identify relationships and links within the royal family shows effective learning, as pupils combine knowledge from various sources. In Year 3, there are good links with geography, as pupils learn where the Vikings came from and how and why they travelled to new lands. There are further good links with English, ICT and art and design.

72. The humanities curriculum, which is well planned by teachers, ensures good coverage and progression. There are good strategies for curriculum development, for example as a result of review the school has identified medium-term planning in geography as an area for development. Annual assessments and effective marking mean that pupils' previous and current learning can be tracked and built upon in a systematic way. There is a school library and ICT suite to support pupils in developing their research and enquiry skills.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils' attainment exceeds the expectations of the locally agreed syllabus by the end of Year 6.
- Good teaching and a range of interesting activities support the learning well.
- Enthusiastic and competent subject leadership and management has raised the profile of religious education in the school.

### **Commentary**

73. By the end of Year 6, pupils' attainment exceeds the expectations of the locally agreed syllabus and achievement is good. Standards have improved since the previous inspection when the provision for religious education did not meet statutory requirements. There has been good improvement in religious education.
74. Older pupils in Year 5 and 6 explain the similarities and differences between some world religions and know several of the religious practices in Christianity, Islam and Buddhism in good detail. They respect the different religions practised in Britain today. They show respect and reflect with sensitivity on their own beliefs and those of others.
75. There is a wide range of interesting recorded work, which is presented and illustrated well. During the lessons a wide range of interesting activities, including drama and discussion, keeps the pupils alert and motivated. Several pupils use ICT for research and to present their findings.
76. The teaching is good, with some very good teaching. Teachers have high expectations of the pupils' behaviour and of what can be achieved. Very effective class management ensures that pupils are on task and there is a brisk pace of learning. Teachers ask probing, relevant questions which encourage the pupils to reflect and develop their knowledge and understanding. The extensive range of resources is used well and brings additional meaning to lessons. The interactive whiteboard is also used effectively. Lessons are related to the pupils' own experiences and to the local environment, which ensures they are meaningful. Pupils visit places of worship in the locality and also benefit from visitors to the school.
77. The recently appointed subject leader is enthusiastic and confident. The profile of religious education is much stronger and statutory requirements are now met.

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

Design and technology, physical education and music were sampled. Art and design was inspected in full.

### **Design and technology**

78. No lessons were seen in design and technology, so it is not possible to make a judgement upon provision. A scrutiny of pupils' work, their design and technology sketch books and discussions with staff and pupils show that pupils cover a sound range of activities. Younger pupils have made moving monsters. Year 6 pupils recall with enthusiasm topics which motivated them. 'Plan, design and make' activities included musical instruments, biscuit-making and torches. The latter topic provided very good links to science. In conversation, pupils indicated that they do not have consistent opportunities for evaluating their work.

### **Music**

79. Too few lessons were observed in music to sample all aspects of music and make an overall judgement about provision.
80. Three lessons were sampled, two in Year 3 and one in Year 6. In these lessons pupils achieved well because the teaching was very good and pupils made very good progress in their learning. Objectives and tasks were explained very clearly and pupils responded very well in their singing and playing. Very good class management ensured that pupils remained on task and got much enjoyment and value from the lessons. In a very successful lesson in Year 6, which focused on musical appreciation, the pupils showed high levels of concentration and drew extremely expressive pictures while they listened to the music. A range of relevant activities during the lessons ensures a lively pace and the pupils' attention captured and sustained. Many pupils in the lessons sampled achieved standards above expectations for their age, for example in Year 3 pupils showed a good understanding of beat, rhythm and tempo and sang a two-part song very tunefully.
81. Several pupils receive tuition in musical instruments. Exciting weeks, for example those that focus on the arts, support the learning very well. Pupils appreciate and enjoy a range of music from different cultures; this is supported very effectively by visitors to the school, such as a drumming group. There is a good level of resources, which enables pupils to have plenty of opportunities to improve their skills. Very good behaviour enables lessons to develop at a challenging and well-ordered pace. The subject contributes strongly to the pupils' spiritual, social and cultural development. Good leadership ensures that pupils experience a rich musical curriculum.

### **Physical education**

82. Although lessons were observed in games skills and gymnastics there is insufficient evidence to make a judgement on overall provision of physical education. The quality of teaching in the lessons observed was good. Teachers have very good control and pupils are very keen and behave well. A very positive feature of the lessons is that pupils are encouraged to be very active. After a warm-up, teachers lose no time in explaining and demonstrating the objectives for the lesson. The result is that pupils are able to have lots of skills practice and get genuine exercise.
83. The subject co-ordinator is confident that provision is improving. Pupils are now having two physical education sessions each week. Recent government initiatives have made good quality resources available. Links with the West London Academy have resulted in both teachers and pupils benefiting from expert coaching. During the inspection pupils were receiving cricket coaching as part of this process.
84. After-school clubs for football, netball and cross-country running make good additions to the overall provision.



## Art and design

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

### Main strengths and weaknesses

- Pupils attain above average standards, especially in line drawing and colour images.
- There are very good opportunities to support the development of drawing skills and other techniques across the curriculum.
- Displays of pupils' work are colourful, carefully presented and enrich the learning environment.

### Commentary

85. Standards in art and design are above national expectations by the end of Year 6. This is an improvement since the last report. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well. This is because the curriculum is interesting and creative, and pupils are often encouraged to illustrate work in other subjects with different styles of image or pictorial recording.
86. Pupils speak appreciatively of their art and design sketchbooks. This is used to record designs and to practise techniques as they pass through the school. However, opportunities are missed to encourage them to make more regular use of their book. Pupils explore and use a wide range of materials in two and three dimensions. They also explore the styles of different artists, and practise their techniques. Year 5 pupils compared seascape images of Hokusai and Turner, and developed their own skills using prints and pastels. Year 6 use watercolour to experiment with monochrome pictures inspired by Van Gogh. Computer-generated images are also developed, inspired by the work of Andy Warhol.
87. Pupils enjoy their artwork and respond well to the good quality of teaching and learning. This is not restricted to the nominated art lessons. In a music lesson, Year 6 pupils very quickly and skilfully produced small images to represent their feelings and thoughts after hearing the music of Mussorgsky. Year 4 pupils displayed enjoyment and commitment as they described clearly the key stages in the process of creating three-dimensional images to convey a Caribbean underwater scene.
88. Attractive displays of pupils' work demonstrated how drawings and paintings supported work in different subjects. Examples of this very successful cross-curricular work include: Year 4 (history) – Henry VIII's wives; Year 5 (RE) – Islamic patterns; and Year 6 (literacy) a gallery of line and crayon pictures illustrating the Pied Piper of Hamelin.
89. The subject is led and managed well overall, and draws upon a school-based scheme of work. Some topics have been well established for a number of years. Good teamwork supports the rich provision of opportunities for pupils to develop drawing skills. An 'art week' has been introduced to widen pupils' curricular experience. The subject leader has limited opportunities to visit other classes, but is able to visit rooms and evaluate standards of pupils' work and of display. Insufficient attention is given to ensuring regular use by pupils of art and design sketch books, greater consistency in the quality of planning and that all pupils have regular opportunities to evaluate their work and that of peers.
90. Nevertheless, the currently creative and energetic approaches used to support pupils' progress in art and design are highly effective.

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Provision in pupils PSHE is **good**.

## **Main strengths and weaknesses**

- The programme for pupils' PSHE is well planned.
- There is a strong anti-bullying ethos.

## **COMMENTARY**

91. A complete programme for PSHE is well established in school planning and teachers have access to good supportive resources. Each class has time-tabled sessions for teaching specific aspects of PSHE, but parts of the programme are also dealt with through other subjects. So, for example, pupils learn about the importance of diet and exercise in science and physical education. Teachers also use 'circle times' for pupils to discuss matters of current concern.
92. The programme of work includes drugs awareness, and sex and relationships education. Work in these areas is restricted to older pupils, and requires further thought and development.
93. The school's anti-bullying stance is integral to all its activities. Playground 'buddies' are at hand to support pupils who feel left out, ensuring that relationships throughout the school are very positive and negative incidents are dealt with very quickly by all staff.
94. The quality of teaching in lessons observed was good and pupils achieved well. A particularly innovative feature was observed during the inspection when Year 6 pupils were involved in a mock general election. The formation of pretend political parties, presentation of manifestos and voting provided a very good contribution towards pupils' education for citizenship. There is currently no post holder for the co-ordination of this area of the curriculum.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

**Inspection judgement****Grade**

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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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