

# INSPECTION REPORT

## **GRANGE PARK JUNIOR SCHOOL**

Hayes

LEA area: Hillingdon

Unique reference number: 102432

Headteacher: Mr K Guest

Lead inspector: Colin Henderson

Dates of inspection: 2 – 4 November 2004

Inspection number: 269660

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:	277
School address:	Lansbury Drive Hayes Middlesex
Postcode:	UB4 8SF
Telephone number:	020 8573 3638
Fax number:	020 8561 7716
Appropriate authority:	Governing body
Name of chair of governors:	Mrs E Whitaker
Date of previous inspection:	January 2000

## **CHARACTERISTICS OF THE SCHOOL**

Grange Park School is an average-sized junior school that serves its local community. The current number of pupils on roll is lower than at the last inspection mainly because of a smaller than usual intake in September 2003. Most pupils come from rented housing, in an area of considerable social and economic deprivation. Twenty-five per cent of pupils are entitled to free school meals, which is above average. Sixty-six per cent of pupils have English as an additional language, although most speak English fluently. Forty per cent are of Indian ethnic background and 22 per cent are of white, United Kingdom background. There are smaller numbers from a broad range of other minority ethnic groups. The school is close to Heathrow airport and often receives the children of asylum seekers and refugees. These are mainly from Somalia, Afghanistan, Kosovo and Sri Lanka. There are currently 18 pupils at the early stages of developing their English language skills and they receive additional support in class from learning support assistants and a specialist support teacher. There is a high level of pupil mobility in some year groups. Twenty-four per cent of pupils have special educational needs, which is above average. They mainly have behavioural, communication and moderate learning difficulties. Most pupils transfer from the adjoining infant school. Attainment on entry is below average overall. Grange Park Junior School is part of a local Excellence in Cities cluster group and is involved in the Primary Leadership Programme and Headfirst training. It uses funds from these initiatives mainly to support gifted and talented pupils and to develop its self-evaluation procedures.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	Science Geography History Physical education
16472	Cathy Stormonth	Lay inspector	
21171	Sally Handford	Team inspector	English Art and design Design and technology Music English as an additional language
24091	Michael Shaw	Team inspector	Mathematics Information and communication technology Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Grange Park Junior School is an effective school.** It is a friendly, harmonious and caring school that is valued highly by its pupils and parents. It encourages pupils to behave well and have very good attitudes to their work. Pupils make good progress overall in their learning and achieve average standards in most subjects by the end of Year 6. Leadership and management are good. The school provides a good curriculum, enriched by very good extra-curricular activities. It gives good value for money.

The school's main strengths and weaknesses are:

- Good teaching and pupils' enthusiastic approach to their work help them to achieve well overall, although higher-attaining pupils do not always achieve as well as they could.
- Pupils from a wide range of different backgrounds get on very well together.
- The very good leadership of the headteacher, supported well by a good governing body and a strong team approach, provides a clear direction to the work of the school.
- Teachers do not use information about pupils' progress consistently to meet their learning needs and to target improvement.
- Aspects of subject management are not developed enough.
- Pupils' personal development is promoted very well.
- A small number of pupils do not attend school enough.

The school has made good progress since the last inspection in January 2000. It has improved the curriculum and provided more time to develop pupils' skills and knowledge in subjects other than English and mathematics. Governors are more effectively involved in managing the school and they now meet all their statutory requirements. Pupils continue to achieve well and teaching has been maintained at the good level reported previously. Levels of attendance are still below the national average.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils' achievement is good.** Most Year 3 pupils start with below average attainment. They settle happily into their new school and, because of good teaching, achieve well. Most pupils continue to achieve well throughout the school as the quality of teaching is good and pupils respond enthusiastically to the caring and supportive learning atmosphere. The high proportion of pupils who speak English as an additional language and many pupils from different ethnic minority groups achieve well. They are represented in all levels of ability. Higher-attaining pupils mostly achieve well, although they are not consistently challenged in lessons to extend their skills, knowledge and understanding. Pupils with special educational needs achieve well. The small number of pupils, many of whom have recently started at the school, who are at the early stages of speaking English make satisfactory progress overall. They make good progress when they benefit from the support of

a specialist teacher, but they do not always achieve well in class when the learning activities are not matched to their English language needs.

Year 6 pupils attain average standards overall. They attain average standards in English and mathematics and above average standards in science. This largely reflects the improving trend in the results of the national tests for Year 6 pupils over the last three years. Although last year's Year 6 had a high level of pupil mobility, the school achieved its target in 2004 of 71 per cent of pupils to attain Level 4 and above in English. It exceeded its target of 69 per cent in mathematics. Good teaching is raising standards. By the end of Year 6, pupils attain nationally expected standards in most other subjects, although there was not enough evidence during the inspection to judge standards in art and design, design and technology and music.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils have very good attitudes to school and most behave well. Attendance is unsatisfactory, although improving, and punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good overall.** There are examples of good teaching in each year group, although teachers do not use information from assessment consistently to guide their teaching or to help pupils to improve their work. The curriculum is good and enriched very well by a very good range of extra-curricular activities. The school takes good care of its pupils and supports them well. Links with parents, the local community and with other local schools are good and enhance pupils' learning well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides very good and influential leadership, focused strongly on school improvement. He has managed recent staff changes very well to create a supportive and effective senior management team. They work closely with a good governing body and a supportive local education authority, to evaluate the quality of education provided and the standards attained and to target areas for improvement. The school successfully includes pupils of all backgrounds in its life and work. The leadership in the key subjects of mathematics and science is good, although other key staff do not monitor standards of teaching and learning thoroughly, as many are new to their role.

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

Parents are very supportive of the school. Most stated in their response to the questionnaire that: their children like school and make good progress; they are kept well-informed and are comfortable about approaching the school; they value the leadership of the headteacher and the good teaching. Very few parents had concerns about the school. Pupils have similarly positive views. These were clearly reflected in the pupils' questionnaires and in discussions with inspectors. Most enjoy school, have to work hard and think that teachers are fair and listen to their ideas. Many value the good range of extra-curricular activities. Some are concerned about the behaviour of other children. Inspectors agree with the positive views of most parents and pupils. They found that pupils behave well and that relationships between pupils are very good.

## **IMPROVEMENTS NEEDED**

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

- Improve teachers' use of assessment information to:
  - ensure that learning activities meet the needs of higher attaining pupils and those at the early stages of learning English;
  - guide pupils to improve the standard of their work.

- Extend the role of subject co-ordinators to focus rigorously on raising standards of teaching and learning.
- Increase the attendance of the pupils who do not attend school enough.



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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects**

Pupils attain average standards overall. They attain above average standards in science by the end of Year 6. They attain average standards in English, mathematics and information and communication technology (ICT). Pupils' achievement is good overall. The high proportion of pupils who speak English as an additional language achieve well. The small numbers of pupils who are at the early stages of speaking English achieve satisfactorily overall.

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

- Pupils achieve well in science, especially in developing their skills of scientific enquiry.
- Most pupils who speak English as an additional language achieve well.
- Lessons do not always include sufficiently challenging work for higher-attaining pupils.
- The school's effective use of support strategies improves pupils' performance in national tests.

#### **Commentary**

1. Most Year 3 pupils enter the school with standards of attainment that are below average overall. This reflects their results in national tests at the end of Year 2 over the last two years. Pupils settle quickly and happily into school and good teaching helps them to achieve well. Pupils' achievement is good overall, mainly as a result of their enthusiasm for learning and the good quality of teaching in most classes. The high proportion of pupils with English as an additional language develop their competence and fluency well. These pupils and those from minority ethnic communities are represented in all ability groups and most achieve well. The school tracks pupils' achievement closely and is aware that pupils from some ethnic groups - for example, Somalian, Afro-Caribbean and some indigenous white pupils - do not achieve as well as others. The school is implementing strategies to improve their performance and this is beginning to raise their achievement. Pupils who are still in the early stages of acquiring English are the small number who arrive from abroad and enter the school at different times and into different year groups. This makes it difficult for them to achieve average standards by the time they leave the school. However, additional support within classes and from the specialist teacher helps them to make satisfactory progress overall in all aspects of English, although this support is not always focused strongly enough on their specific language needs in other subjects.
2. Many higher-attaining pupils achieve well, although some do not achieve as consistently well as they could. Teachers do not always ensure that learning tasks have sufficient challenge to extend pupils' skills and knowledge. Pupils with special educational needs make good progress overall. Many benefit from good support in lessons, particularly those with specific statements of need. They often make very good progress towards their learning targets. Their achievement is less when the class activity is not linked closely to their different abilities and the support is not focused enough on meeting their particular needs. The school has identified gifted and talented pupils. It is beginning to use the funds provided by the Excellence in Cities project to provide an increasing range of opportunities to help them to extend their skills in a range of different subjects. This initiative is contributing to raising standards, although the challenge to higher attainers is not consistent in each class.

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

Standards in:	School results	National results
English	26.4 (26.2)	26.9 (26.8)
mathematics	27.6 (26.3)	27.0 (26.8)
science	29.5 (26.5)	28.6 (28.6)

*There were 89 pupils in the year group. Figures in brackets are for the previous year*

- Year 6 pupils attain standards that are above the national average in science and broadly meet the national average in English and mathematics. Standards are similar to those at the last inspection. The results in 2004 national tests show that standards were above the national average in science, average in mathematics and below average in English. When these test results are compared with those of similar schools, pupils attained well above average standards in science and mathematics and average in English. Last year's Year 6 had a high level of pupil mobility, with 26 per cent of pupils joining during their junior years or transferring from schools other than the main feeder infant school. The results of the 2004 national tests were higher than those in 2003, when the year group had a higher than usual number of pupils with special educational needs. The proportion of pupils attaining the nationally expected Level 4 and above was broadly average in English and mathematics. It was well above average in science. The proportion attaining Level 5 was broadly average. The school met its target in 2004 for 71 per cent of pupils of pupils to attain Level 4 in English and exceeded its target of 69 per cent in mathematics. The school is on target to meet its 73 per cent target in English and in mathematics for 2005. Test results show an improving trend overall over the last three years. Assessment information shows that the current Year 6 pupils are not quite as capable as last year's group. However, with good teaching, very effective use of support and intervention strategies, increased use of learning support staff and more parental help in preparing pupils for the national tests, the school is likely to achieve its targets, which are in line with the current national average. Standards in science are higher than in English and mathematics as the school makes very good use of pupils' enthusiasm for investigative science, promoted by consistently good teaching, and supported by effective revision techniques to extend pupils' skills, knowledge and understanding very successfully.
- Most Year 5 pupils attain average standards overall, although this year group has been affected by a high level of pupil mobility and staff changes. Pupils in Years 3 and 4 attain standards that are below average. The school's tracking system shows that the current Year 4 contains a higher than usual proportion of pupils with special educational needs and behavioural and emotional difficulties. Most are achieving well, although they are not yet attaining expected standards overall. Year 3 pupils started with below average standards of attainment. They are making good progress in their learning, but are not yet attaining nationally expected levels overall.
- By the end of Year 6, pupils attain average standards in ICT, geography, history and physical education. Standards in religious education match those expected in the locally agreed syllabus. There was not enough evidence gained during the inspection to make an overall judgement on standards in art and design, design and technology and music.

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

Pupils have very good attitudes to learning and their behaviour is good. Aspects of personal development, including spiritual, moral, social and cultural development, are very good. Attendance is unsatisfactory. Punctuality is satisfactory.

## Main strengths and weaknesses

- Pupils get on very well together and are very enthusiastic about all aspects of school life.
- Behaviour is usually good in lessons and supports learning well.
- Moral and social development are very strong.
- Attendance is below the national average.

### Commentary

6. The very good relationships throughout the school underpin its very positive ethos and its relaxed and happy atmosphere. Racial harmony is very good, and pupils from a wide range of ethnic backgrounds get on very well together. Pupils confirmed in discussions and in their survey how they really enjoy school and praised interesting lessons and caring and helpful teachers. Pupils usually work hard, feel pleased by their achievement and are proud of their work. Many of the pupils who are in the early stages of acquiring English are refugees and asylum seekers. Because of the very good and caring ethos within the school, they soon settle and develop positive attitudes to learning. Older pupils show good levels of maturity when answering questions in a measured and thoughtful way. When given the opportunity to work independently, pupils respond very well.
7. Pupils are helpful, friendly and polite. They behave well in lessons. Playtimes are lively and pupils have fun and amuse themselves well. Some boys in particular are occasionally boisterous in the playground but it is all good-natured. Bullying and other forms of harassment do occur but at a very low level. When any pupil raises a behaviour concern, it is dealt with seriously and pupils are very pleased about this. The learning mentor helps those with challenging behaviour to modify their behaviour. There has been one fixed-term exclusion in the past year.

### Exclusions

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	73	1	0
White – Irish	2	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	133	0	0
Asian or Asian British – Pakistani	29	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	12	0	0

Black or Black British – Caribbean	14	0	0
Black or Black British – African	27	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	7	0	0

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

8. A key element in pupils' personal development is the teachers' determination to get pupils thinking for themselves, refine their ideas and develop independence in learning. Spiritual development is good, especially when pupils explore and understand values, beliefs, feelings and emotions. Pupils express these elements well in religious education, assemblies, circle time, science and in their writing. Constant positive reinforcement of care for others, kindness, trust and a good work ethic and high moral standards are real strengths. Pupils are keen to take on responsibility and are maturing into confident individuals with high self-esteem. They conscientiously carry out their roles as monitors, school council representatives, house officials and other posts very well. Social awareness is promoted very well, especially when pupils raise money for good causes. There are many good opportunities for cultural development and pupils' learning is enriched by this. Pupils learn much about the United Kingdom as well as celebrating and sharing the cultures and faiths of the many pupils from different ethnic heritages. The school makes very good use of visits and visitors in some lessons to extend pupils' knowledge and understanding of different cultural traditions and practices - for example, in dance and religious education - although opportunities to explore the different musical and artistic influences are not developed fully.

### Attendance

9. The school promotes attendance well and is trying to improve levels, which, however, remain below the national average. The rate of unauthorised absence has more than halved in the past year and is broadly at the national level. This reflects good procedures for following up absence. The high level of mobility for some families means that pupils often leave quickly with little warning. They are marked absent until they are located and this depresses attendance figures. A significant amount of absence is attributable to some families taking holidays in term-time, despite the school's best efforts to discourage this. Punctuality is satisfactory and most pupils arrive on time. Timekeeping during the school day is good.

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

Authorised absence		Unauthorised absence	
School data	6.8	School data	0.6
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. Teaching and learning are good. The curriculum is good and enriched very well by extra-curricular activities. The day-to-day care of pupils is good. There are good links with parents and the local community.

### Teaching and learning

Teaching and learning are good overall. Assessment procedures are satisfactory, although teachers do not use them consistently to match work to pupils' learning needs and to inform them of what they need to do to improve.

## Main strengths and weaknesses

- Teaching encourages and engages pupils very well.
- Teachers foster pupils' ability to work independently and collaboratively very successfully.
- The use of assessment information and target setting is not consistent.
- Teaching assistants are not always effectively involved in promoting pupils' learning.
- Teachers use questions well to extend pupils' speaking and listening skills.

## Commentary

### *Summary of teaching observed during the inspection in 37 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (14%)	13 (35%)	17 (46%)	2 (5%)	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.*

10. The quality of teaching and learning has been maintained at the good standard reported at the last inspection. The proportion of good teaching has improved and the level of unsatisfactory teaching is similar to that reported previously. There are examples of good teaching in each year group, particularly in English, mathematics and science, and this reflects the positive views of most parents and pupils. Pupils respond well to the high expectations of work and behaviour and show good levels of concentration. The good teaching enables pupils to achieve well. Teachers plan interesting activities and use a good range of teaching strategies to gain pupils' attention and encourage their involvement. For example, teachers are making increasingly effective use of the new interactive whiteboards to interest pupils and encourage them to become actively involved in their learning.
11. Teachers have increasingly high expectations of pupils, as they move from one year to the next, to take more responsibility for their learning. They expect pupils to work together effectively, sharing ideas and discussing ways in which they can co-operate to solve a problem or to find more information about a particular topic. Pupils enjoy taking on this responsibility and respond very positively. Teachers use a good balance of working in groups - for example, in science - and also requiring pupils, especially in Years 5 and 6, to become more independent in their learning - for example, through detailed individual topic work in history. An analysis of pupils' work shows that good teaching encourages pupils to use their research skills to find information about a particular topic and extends their literacy skills, especially writing, to produce detailed, well-presented work.
12. Teachers use a broad range of questions well to develop pupils' speaking and listening skills and encourage them to contribute their ideas in group and class discussions. They help all pupils to participate, some with the effective support of some of the learning support assistants, through the good use of talking partners. Most sustain pupils' attention successfully by setting a clear time target for these discussions, and informing pupils of what they expect them to have discussed and achieved in the time. Although most teachers make good use of end-of-lesson feedback activities to encourage pupils to share their views, some do not ensure that their follow-up questions are matched to pupils' different abilities. They do not ask more challenging questions of higher attaining pupils consistently to extend their skills and knowledge - for example, by requiring them to think of a different mathematical strategy or use more vivid words and phrases in their replies.

13. Teaching assistants work closely with the teachers and most are well briefed before lessons. They give good support to pupils with special educational needs and, as a result, these pupils make good progress towards their individual learning targets. Learning support assistants also play a valuable part in managing those pupils who find it difficult to maintain their concentration and good behaviour. Their role is enhanced well by the learning mentor, who offers good support to pupils with particular social and emotional needs. However, in some lessons seen, teachers did not use the learning support assistants' time well. They were not sufficiently involved in developing pupils' learning. Too often, they were not actively participating in helping pupils to contribute their ideas to the group or class activities - for example, in introductory discussions or end-of-lesson feedback activities. This does not ensure that all pupils are involved fully or that their views are valued. The small number of pupils who still need help to develop their English receive satisfactory support from learning support assistants, often within groups of lower-attaining pupils and pupils with special educational needs. However, because teachers do not always provide the assistants with plans that identify learning targets for these pupils, support is not always well directed to their needs. The specialist support teacher for this small number of pupils provides in-class and withdrawal support on two days each week. This is adequate, but needs to have a clearer focus on the pupils' specific language needs and on how best to help them to access the curriculum. In particular, there is a need to identify how best the skills of the specialist teacher can be utilised in classroom support.
14. The school has established good procedures for assessing pupils' achievements each term in English, mathematics and science. The information is used effectively to track pupils' progress during the year and to set end-of-year targets for each year group, especially in English and mathematics. It is used by some teachers to identify areas of weakness and guide their teaching plans in these subjects. However, a lack of assessment procedures in other subjects means that teaching does not always build effectively on pupils' prior learning. An analysis of pupils' work shows that teachers do not use the assessment information consistently to match learning activities to the range of pupils' different abilities. Too often higher-attaining pupils are not challenged enough by the main class activity or they are not provided with a suitable extension activity. Once they complete the main activity, the extension task is often a continuation with further work at the same level rather than a more difficult task. This results in some higher-attaining pupils not always achieving as well as they could in some lessons. The school is beginning to develop assessment procedures further - for example, through pupil self-assessment and the use of improvement targets. However, teachers do not use these consistently in each class. They are not established enough to raise standards consistently across the school. Some teachers mark pupils' work well and identify specific points to raise its standard. However, this is not consistent practice and discussions with pupils show that they are not clear about what they need to focus on in order to improve their work.

## **The curriculum**

The school provides a good range of learning experiences. These are enriched by a wide range of interesting extra-curricular activities. The school's good accommodation and resources support the curriculum well.

## **Main strengths and weaknesses**

- A well-balanced curriculum helps pupils' skills to be developed effectively in all subjects.
- Innovative approaches are encouraging pupils' enthusiastic attitudes and good involvement in their learning.
- There is a good range of extra-curricular activities that support pupils' learning.
- Learning activities and the use of support for pupils with special educational needs and those at the early stages of learning English do not consistently target their particular learning needs.

- Accommodation is good, as are resources.

## Commentary

15. The school continues to provide a broad curriculum, as reported in the last inspection. It has improved the provision for history and art and design. It now has enough teaching time for all National Curriculum subjects and meets all of the statutory requirements, including those for religious education. The allocation of time for the length of the school day and for all subjects is now within the suggested guidelines, although there is some inconsistency between classes in the use of time in some practical activities – for example, in design and technology. Improved planning is in place, with effective use of national guidelines, to help the development of pupils' skills and knowledge throughout the curriculum. However, the school has yet to establish effective assessment procedures for subjects other than English, mathematics and science. This means that co-ordinators cannot ensure that learning in these subjects always takes place in a systematic and organised way. Thus, pupils sometimes repeat what they have learned in earlier years in some subjects, such as religious education. This is due mainly to a number of recent staff changes, and the school development plan has identified this as an issue for attention.
16. The school has organised the mathematics curriculum to use ability sets successfully. Pupils are placed in ability sets for mathematics and this continues, with some adjustment, until the end of Year 6, providing an effective grouping structure. The school has made a positive decision to focus on raising standards in mathematics this year. The standards achieved in the 2004 national tests indicate the success of this approach to the subject. Teachers use interactive whiteboards with increasing effectiveness to present lessons in an innovative and eye-catching way. This grasps pupils' attention. They respond enthusiastically to teachers' questions and participate fully in their learning. Curriculum opportunities for gifted and talented pupils are extended well by developing links with local secondary schools, through the Excellence in Cities programme, although curriculum links between the school and some of its local secondary schools are not developed effectively. The curriculum links with the adjoining infant school are benefiting from some joint staff training, although they are not yet developed enough to ensure smooth curriculum links between Years 2 and 3.
17. Visits by the children to places of interest and visitors to the school enhance the curriculum well. All pupils benefited by a visit from a performing arts group financed by the Excellence in Schools cluster. Members of the Hillingdon Orchestra visit the school; a classical Indian dance group celebrates Divali with a visit. Older pupils' are offered a residential visit, which contributes well to their enjoyment and personal development. The provision of extra-curricular activities is good and these help foster pupils interest further with a good emphasis on sport and art. The school is also active in local schools' competitive sports. Parents are pleased with the good range of activities provided.
18. The majority of pupils with English as an additional language have good competence in English and have full access to the curriculum. Many pupils are within the higher-attaining groupings. Provision for pupils in the early stages of acquiring English is satisfactory. They receive additional support to enable them to participate satisfactorily, although this help is not always focused enough on meeting their specific English language needs. The curriculum for pupils with special educational needs is satisfactory overall. There are some opportunities for specialised support by the co-ordinator, although the majority of support for these pupils is provided within the classroom by learning support assistants. They generally work closely with class teachers, although some do not always ensure that they encourage pupils with special educational needs to be fully and actively involved. Learning targets for pupils with specific statements of need are clear and are mostly reflected well in curriculum activities. Some of the targets for other pupils with special educational needs are not specific enough. They are not



always used by teachers and learning support staff to ensure that learning activities are matched well to pupils' needs. Parents of these pupils are not involved consistently in reviewing their children's progress. This does not always ensure that pupils with special educational needs make consistent progress towards their targets.

19. Accommodation is good and ensures that all areas of the curriculum can be taught effectively. The exterior grounds are extensive, with both hard play and grassed areas. They are used well to extend pupils' learning in a good range of subjects, especially science and physical education. The music room and hall are used well by a specialist music teacher to provide a good range of musical activities. Some classrooms are small, although teachers make good use of other areas for practical activities – for example, design and technology. The school is currently seeking funds to improve the classroom accommodation. Staffing levels are satisfactory. Teachers have a satisfactory range of subject knowledge and teaching experience to teach all curriculum subjects. Resources are good and well used to support learning. They are carefully stored, making full use of the many small storerooms throughout the school. Pupils treat all resources with respect and care. Significant improvements in ICT

resources are used well to support teaching and learning, especially the increasingly effective use of interactive whiteboards in classrooms. The computers in the suite are connected to the Internet and used frequently. The use of computers in the classrooms is underdeveloped.

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

Systems to ensure pupils' health, safety and welfare are good. The school takes very good care of pupils. The arrangements for health and safety are satisfactory. Support and guidance based on monitoring of performance are good. Pupils' views are highly valued and their involvement in school life is very good.

### **Main strengths and weaknesses**

- The care provided for pupils is a strength of the school and this helps pupils to achieve their best.
- Pupils confirmed how much they value the very good relationships they develop with all staff.
- Pupils' views are actively sought and acted upon as an important part of school improvement.
- Not all the routine health and safety checking systems are in fully place.

### **Commentary**

20. The school gives a very high priority to helping others in a very supportive, inclusive and caring community. Pupils feel they would always have someone to turn to if they were ever worried or troubled. Staff know their pupils as individuals very well and any issues or underperformance are detected quickly. Where this occurs, pupils are helped and supported and issues are resolved very effectively. The learning mentor is helping to support individuals, groups and families successfully, with a particular focus on behaviour and attendance issues.
21. Procedures to monitor and support pupils' personal and academic development are good. Although there are no formal tracking systems in place for personal development, teachers' very good knowledge of their pupils helps them to provide constant guidance on developing good social skills, a healthy lifestyle and a good work ethic. The school has good systems in place to monitor pupils' progress in English, mathematics and science, and these are used effectively to identify any groups where intervention is needed. The headteacher takes good advantage of any available initiatives that can be used to the benefit of pupils. These include participating in university research projects that will result in a greater understanding of how to address the needs of particular groups of pupils. However, while there are good systems for identifying and providing for pupils who are gifted or talented, there is less of a consistent

focus on identifying those with the potential to achieve at a higher level. Guidance for pupils on how to improve their work in subjects other than English, mathematics and science is satisfactory overall, as the school has not established effective procedures to check on how well pupils are doing in these other subjects.

22. The arrangements for child protection are satisfactory and the designated person will be retraining and updating all staff shortly. Pupils are sensitively monitored and fully supported. Pupils with a range of medical needs are catered for very well. The individual care plans for pupils with conditions such as severe allergies are excellent. When pupils are ill or injured, they receive a high level of care and attention. Risk assessments and buildings and grounds inspections are good and issues are addressed swiftly. Some health and safety issues were raised during the inspection and the school was notified of these. The school was also reminded about the correct frequency of routine checking systems.
23. The induction arrangements are very good. Pupils settle and adapt very quickly to the routines of their new school. Mid-term arrivals are looked after very well and pupils are often used as interpreters. Pupils have a definite voice in school. The school conducts surveys and the results are fed directly into the main school development plan. The school council has a tremendous impact on school improvement – for example, in the new meals service. Pupils talk openly and easily to their teachers and classmates and can put forward ideas and opinions and feel that the school listens.

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

The links with parents are good. Links with the local community and other local schools are also good.

### **Main strengths and weaknesses**

- Most parents have very positive views of the school's provision.
- Good community links help to enrich learning and boost personal development.
- There are very good links with the adjoining infant school and nearby colleges.

### **Commentary**

24. Parental support for pupils' learning and for the wide range of school activities is good. Parents are pleased that their children enjoy school so much, are expected to work hard, are encouraged to become more mature and make good progress. Inspection findings support these views. The school encourages parents to help in school and many do, especially when needs arise – for example, helping with the Summer Fayre or more recently acting as interpreters for newly arrived families. The school has identified the need to gain more involvement from parents of pupils of Somali background, so that they can better support their children. To this end, adult literacy and basic skills classes have been run successfully, so that parents have worked alongside their children and can see how best to support them at home. These family learning classes are good and there are good spin-offs for pupils' learning when parents' understanding improves.
25. The school is very approachable and parents find it very reassuring to be able to pop in and talk to staff when they want to. Formal consultation arrangements are very good and those few parents who do not attend are followed up effectively. School reports are satisfactory. They contain good information about progress made in literacy and numeracy but other subjects are less well reported and many comments refer merely to topics covered and pupils' enjoyment. The quality of other modes of information, like letters, newsletters, the governors' annual report and the school prospectus is very good.

26. Links with the local community are good. The school has many visitors who make learning more exciting, like the recent visit of a theatre group and Indian dancers celebrating Divali. Pupils also attend the local theatre. Pupils explore the history and geography of the area and are frequent visitors to the church, museum, library and parks. The school is very enterprising in the way it successfully enlists the help of local businesses to sponsor school activities. The school works very closely with local Islamic community leaders who advised on the best arrangements for Ramadan and supported pupils very well at this special time.
27. Links with other schools are good. Links with the main infant school help pupils transfer to the junior school smoothly and pupils settle easily. There are many shared resources and initiatives such as accelerated learning methods, although some curriculum links are not established fully. Links with the main receiving secondary schools are also good for transition on the pastoral side, although less developed on curriculum transition. Links with other schools in the Excellence in Cities programme are very good and there are shared initiatives to enhance learning significantly. The Primary Leadership Programme also brings useful funding and good shared practice with a partner school. There are very good links with universities to support gifted and talented pupils and to extend pupils' language skills. Special links with St Mary's College help train teachers and the school recruited some very talented new teachers in this way.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is very good. The governance of the school is good. The leadership of key staff and the effectiveness of management are good overall.

### **Main strengths and weaknesses**

- The headteacher has a clear vision and high aspirations for the school
- The school has successfully raised standards and maintained the good quality of teaching.
- The school manages inclusion well to encourage all pupils to become involved in and contribute to the school community.
- Staff changes have limited the development and contributions of some subject leaders.
- New staff are supported well.
- The school successfully uses the principles of getting best value from everyday expenditure.

### **Commentary**

28. The headteacher provides the school with very good leadership. He has strong convictions that all pupils should have the opportunity to fulfil their potential. This vision is shared by the whole school community. Great value is placed on promoting pupils' all round development, which results in good academic achievement and very good personal development. The headteacher is very successful in promoting strong teamwork and commitment among staff. This helps create a very positive ethos and underpins the school's success.
29. The management is effective overall and the school actively monitors its performance, identifies weaknesses and aims to improve further. The recent curricular reviews, particularly in mathematics and literacy, are impressive. They have helped raise standards and formulate future planning. The action plans in some other subjects do not always focus strongly enough on raising attainment. The school is benefiting from taking a full part in the Excellence in Cities and Primary Leader programmes and the funding is helping to improve learning in many ways.
30. The headteacher has successfully managed recent changes in key staff. Other key staff play an important role as part of the newly extended senior management team and they manage many subjects and special educational needs effectively. They work, in rotation, to take over

the management and monitoring responsibilities of the previous deputy headteacher. Although this structure is at an early stage of development, the new senior management team is very enthusiastic, has many good ideas for improvement and is keen to take action to make successful changes. Already the new literacy co-ordinators are working hard to improve writing and have planned a range of new strategies. The headteacher, with good support from the local education authority advisory staff, has successfully monitored and evaluated teaching and learning. This has been very effective in sustaining good quality teaching. Although some co-ordinators have monitored teaching in their subjects, this has not always been focused rigorously enough on raising the standards. Most subject co-ordinators have not had time or opportunities to monitor teaching and learning and be actively involved in ensuring that any new developments in their areas are effectively implemented. This limits their understanding of how well their subjects are being taught.

31. The arrangements for performance management are good overall and are bringing about improvement. Staff have personal targets and receive training linked to the school development plan and to their own professional development. New staff are inducted well and there are good arrangements to support initial teacher training. These arrangements encourage new staff to contribute well to the school's strong team approach.
32. The school manages inclusion well. The management of special educational needs is good. The co-ordinator maintains carefully organised records on each pupil and a detailed record is developed over time. The school makes good use of contacts with external agencies to access local resources and expertise. The special educational needs co-ordinator manages administration and induction well and monitors the teaching and learning effectively to identify areas for improvement.
33. The provision for pupils with English as an additional language is good. The headteacher very effectively monitors the performance of pupils of different minority ethnic backgrounds. This indicates that the majority of these pupils achieve well and are represented in all ability groups. It also provides reliable evidence of groups who need more support and informs the deployment of the specialist English language support teacher. The teacher is new to the role and the headteacher has identified training needs. The school takes good advantage of the expertise of the local education authority's central support service, although those pupils at a very early stage of learning English do not always have sufficient support in the classroom. Pupils from minority ethnic groups are included well in the school's provision.
34. Day-to-day administration is very efficient and office staff and the finance assistant are well qualified, contributing very well to the smooth running of the school. Financial procedures are very good and there is tight control of expenditure against agreed budgets. The school has carried forward funds to offset the projected decrease in pupil numbers in the next three years to ensure that the school stays in credit. The school has also carried out extensive refurbishment, has improved ICT resources and enhanced the quality of the building for the benefit of all. The school successfully strives to get best value in all its spending decisions.
35. The governing body is a committed and effective team. Governors are well informed by the headteacher and other key staff and have a clear understanding of the school's strengths and areas for further improvement. Governors are regular visitors to the school and play an active role in self-evaluation and strategic planning. Whilst supporting the school, they are also aware of their responsible and influential role, question the school about its work and have high expectations for improvement. Together with senior managers, governors have a shared sense of purpose and direction. The statutory requirements are fully met.

## **Financial information**

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

Income and expenditure (£)	
Total income	916,977
Total expenditure	913,384
Expenditure per pupil	3,117

Balances (£)	
Balance from previous year	39,363
Balance carried forward to the next	42,956

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- A well-planned programme of work provides for confident and good teaching.
- Strategies to improve pupils' performance are successfully in place, especially in writing.
- Teachers use questions well to improve pupils' speaking and listening skills.
- Assessment is not used well enough to set challenges for higher-attaining pupils.
- Marking does not provide pupils with feedback on how they can improve their work.

#### Commentary

36. The school has maintained the average standards in English that were seen in the last inspection. By the end of Year 6, pupils are attaining standards that are broadly the same as those expected nationally. The school uses additional support strategies very well to help Year 6 pupils develop their English skills effectively and to enable them to achieve well in national tests. As a result, results in these tests have improved over the last three years. Achievement is good. This is despite an increase in the number of pupils arriving throughout the school who have a limited knowledge of English, and who have had disrupted or no prior schooling. The school has been able to maintain standards because there is a very effective programme of work, and teaching is good and engages pupils well.
37. The curriculum has been reviewed since the last inspection and a very well-planned programme of work is in place. This allows for literacy lessons to focus on the main features to help pupils develop their writing skills – an area identified for improvement. This leads to lessons in which there is a good balance between teaching pupils the structure of English and preparing them for a range of writing activities. Because the texts chosen as models for writing are interesting and relevant to pupils, they enjoy the challenges set. A scrutiny of the work in books shows that pupils attain average standards overall and produce a good range of writing for different purposes. This helps them in other subjects. Work is neatly presented and handwriting well formed, with a clear heading that refers to the learning objective. Marking is mainly satisfactory. There is a consistent approach to feedback which informs pupils of how well they have achieved, but this does not set targets to help them do better. This is a weakness, particularly for higher-attaining pupils, who, because they are given the same tasks as their classmates, do not always get the challenge which would help them achieve more.
38. Elements of teaching that have been the focus for development are teachers' questioning skills and pupils' opportunities to develop their speaking and listening. In the lessons observed, both these elements were successfully in place and are improving pupils' speaking and listening skills. Teachers use a good range of questioning to assess what pupils know and to check their understanding. Most pupils speak clearly, develop their ideas well and back up their suggestions with reasons so that speaking and listening skills are average overall and, for some pupils, better than average. Good opportunities are provided for pupils to rehearse their ideas with partners, or to work together and discuss tasks. Where learning support assistants actively engage with pupils in their groups, this helps lower-attaining pupils, and those with special educational needs and those in the early stages of acquiring English, to participate effectively and achieve well. However, all too often, learning support assistants

are not taking an active role in whole-class discussions so that they can support pupils to join in. This does not help these groups of pupils to contribute their ideas and enhance their learning.

39. Standards of reading are average. Pupils identified as gifted readers are participating in a project that is helping them to extend their skills well. Regular daily reading sessions give pupils the chance to develop their range of personal reading successfully. Questionnaires and tasks help them to improve their understanding and focus on different aspects of reading, such as looking for specific facts. A good amount of time is provided for pupils to read together with teachers for more focused guidance, although there is no system to monitor their progress in these sessions. Consequently, although these activities contribute well to improving pupils' confidence and enthusiasm for reading, they do not always consolidate and extend pupils' reading skills. Reading books are taken home regularly and parents contribute well by hearing their children read and by maintaining up-to-date reading diaries.
40. Teaching is good overall and some is very good. This is better than in the last inspection. A brisk pace ensures that pupils are fully productive throughout the session. The very good relationships in the class ensure that pupils are secure and confident enough to share their thoughts and ideas. Where learning support assistants work with groups of pupils, this mainly helps them achieve well, but at times, they could be better guided by teachers - for example, by being given materials better adapted to help pupils succeed and complete work. Planning, which is clear on targets for the whole class, does not always identify targets well for lower-attaining pupils, those with special educational needs or those in the early stages of acquiring English. Similarly, the work for higher-attaining pupils does not always provide for extension and challenge. As a result, they do not achieve as consistently well as they could.
41. Leadership and management of the subject are satisfactory. The two subject co-ordinators are very new to the role. They have inherited a strong programme of work and teachers who are confident to teach it. There are clear plans for them to audit the subject that will enable them to set their priorities for development and target improvement.

### **Language and literature across the curriculum**

42. Pupils' language and literacy skills are used well in other subjects. The focus on developing teachers' questioning skills and pupils' speaking and listening skills is effectively used across the curriculum. This is helping pupils understand topics better and is particularly effective for pupils who need to talk through and question ideas to help them refine their own ideas. In the best lessons, where there is a good emphasis on key vocabulary, this is reflected in pupils' writing, such as when writing up instructions or compiling historical accounts.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils enjoy mathematics, are enthusiastic in their approach and achieve well.
- Teaching is good and the pace of lessons is brisk.
- A good assessment system has been established, but day-to-day assessment of pupils' work is inconsistent.
- Expectations of pupils' performance are high and most pupils are challenged appropriately, but there is a lack of opportunity for higher-attaining pupils to undertake more demanding work.

## Commentary

43. Pupils attain standards that are average compared to all schools. This is an improvement since the last inspection. The results of the most recent national tests confirm that standards are improving steadily. They meet the national average, and are well above the average of similar schools. This improvement is mainly as a result of the effective use of ability setting for mathematics, the high expectations of teachers and the good use of a wide range of strategies to support pupils who need additional help, including additional sets for mathematics in the spring term and booster classes. The use of ability sets ensures that the range of performance is narrower in each group and thus teachers can focus closely on pupils' specific areas of weakness. All pupils are helped to succeed and this boosts their confidence in learning. Pupils with special educational needs are supported well by the teachers and learning assistants and consequently make good progress. Those who are at the early stages of speaking English are given good support in understanding what is expected of them and make good progress in applying and extending their number skills and knowledge.
44. Pupils' achievement is good overall. The investigative element of mathematics is being developed successfully through carefully presented work linked to pupils' experiences and interests. For example, in a Year 5 lesson, the good use of an interactive whiteboard and careful questioning ensured that pupils understood how to present football scores on a graph and answer questions relating to the teams. In other year groups pupils become increasingly accurate in calculations, predicting answers and giving good explanations as to the way they arrive at the predictions. The quality of written work in all sets is at least satisfactory and it is good in the upper sets.
45. The quality of teaching and learning is mostly good. Teachers are confident in the use of the numeracy strategy and this promotes well-structured lessons. Teachers have secure knowledge of the subject and, at the start of each lesson, they ensure that pupils are clear about what they are expected to achieve. Within the sets, the tasks are modified successfully to meet the needs of individual pupils. At the end of each lesson, teachers review the lesson objectives consistently but learning is not always discussed in enough depth. This means that pupils' knowledge and understanding are not always extended fully. The pace of lessons is brisk and the use of good questioning strategies sustains pupils' interest and attention and enhances their learning.
46. Assessment arrangements are good. Most teachers mark pupils' work carefully but the use of supportive comments to develop understanding varies. Sometimes the marking gives pupils a clear understanding of what they need to do in order to improve and at other times the marking is less constructive, consisting simply of descriptive comments. The school has introduced a good system to track pupils' progress in mathematics and is able to evaluate the effectiveness of pupils' learning. This system is being used well to target weakness and raise standards.
47. Teachers promote a very good attitude to learning and this helps raise the quality of work. Homework is set consistently and pupils are expected to complete the tasks on time. This sustains the progress in learning made in lessons. The higher-attaining pupils are not always provided with tasks that are sufficiently demanding. The targets that they are set are not always challenging enough. There are occasions when the work pupils are given consolidates the learning of material already mastered but does not extend them further.
48. The leadership and management are good. The subject co-ordinator is experienced and enthusiastic, providing a good role model for other teachers. She monitors samples of pupils' work from each year group and evaluates the progress they are making. She monitors the quality of teaching and learning throughout the school and uses this information well to



provide whole-school staff training in order to develop the strengths of teaching in the subject. Resources are good and the effective use of interactive whiteboards and computers in classrooms is maintaining pupils' interest and enthusiasm. The use of computers in the classroom for individual learning in mathematics is underdeveloped.

### **Mathematics across the curriculum**

49. Mathematical skills are used satisfactorily across the curriculum. Graphs are used well in some science lessons to record the results of investigations and in geography to compare distances of cities in the world from London. Some good examples of pupils using their measuring skills were seen in science and design and technology, although there is limited evidence of pupils applying their number skills often in other subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils in Year 6 attain standards that are above the national average.
- Good practical, investigative tasks extend pupils' thinking and scientific skills and support their enjoyment of lessons.
- Teachers do not always challenge higher-attaining pupils to explain their results.
- Pupils record and illustrate their work well because teachers give them clear guidelines.
- The school makes good use of support strategies to help pupils achieve well in tests.
- The subject does not benefit from regular monitoring by the subject co-ordinator.

### **Commentary**

50. The school has increased the emphasis it places on practical and investigative activities. This has resulted in higher standards than at the last inspection and improved results in the national tests at the end of Year 6. Inspection evidence confirms the above average results of the 2004 tests. The proportion of pupils attaining the nationally expected Level 4 is well above average. The proportion attaining above this level is broadly average. Pupils achieve well because of their enthusiasm for the good range of interesting practical activities they complete and the good, and often very good, teaching in most classes.
51. Teaching and learning are good overall. Most teachers have high expectations of pupils' work and attitudes and organise their lessons well. Good teaching, with an emphasis on learning through first-hand experiences, was evident in samples of pupils' work and in lessons seen during the inspection. For example, Year 6 pupils responded very enthusiastically to the challenge of investigating which materials could be mixed with water and then filtered out. They enjoyed the fact that teachers expected them to do as much as possible independently. Pupils with special educational needs received good support from a learning mentor and a teaching assistant to enable them to be involved fully in the activity and contribute their ideas well within their group. Skilled questioning by the teacher in a Year 6 class helped higher-attaining pupils to extend their understanding of a fair test. However, an analysis of pupils' work shows that teachers do not consistently challenge pupils, particularly higher attainers, to apply their knowledge and understanding and explain the results of their investigations. In some Year 4 and 5 classes, pupils simply describe their results and do not try to explain why they happened. As a result, they do not always achieve as well as they could.
52. Teachers make good use of different ways to guide pupils to record their work. Most expect the average- and higher-attaining pupils to use their writing skills effectively to complete a detailed report. They require pupils to use graphs and diagrams well to illustrate their results.

Pupils at the early stages of acquiring English are given good frameworks in which to complete their recording. This supports their learning well, although the help given by learning support assistants during practical activities does not always extend their understanding of specific scientific terminology. Good opportunities for lower-attaining Year 3 and 4 pupils to use drawings and diagrams help them to record their results effectively and complete their investigations.

53. The subject is well led and satisfactorily managed. The subject co-ordinator analyses samples of pupils' work to gain a good knowledge and understanding of standards being achieved. She works closely with the headteacher to analyse test results and identify areas of weakness. The school makes good use of this information to prepare pupils very well for the Year 6 tests, by revising and improving pupils' knowledge and understanding in these areas. This is improving the test results. The co-ordinator has given a good lead in improving teachers' use of practical scientific activities - for example, by providing staff training. However, she does not monitor teaching and evaluate how well teachers are implementing these activities in their classrooms. This results in teachers using different approaches to develop pupils' learning, especially in different classes in the same year group. Thus, there are inconsistencies in the achievement of some groups of pupils, particularly higher attainers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teachers use their secure knowledge and understanding of ICT to develop pupils' basic skills effectively.
- Assessment is underdeveloped in ICT.
- Pupils are keen to use computers and other ICT resources, although they do not always have enough opportunities to extend their skills.
- Teachers use the interactive whiteboards well to improve the quality of teaching and learning in other subjects.

### **Commentary**

54. Pupils' work shows that by the end of Year 6 they have experienced all aspects of the use of ICT and their attainment reaches the standards expected nationally. This is similar to the judgement made at the last inspection. Boys and girls participate in lessons with equal interest. Pupils with special educational needs and those with English as an additional language participate fully and achieve as well as other pupils.
55. Teaching and learning are satisfactory overall. Teachers use their knowledge of ICT well to give clear explanations and demonstrations. They use effective questioning to check pupils' learning and identify where additional support is required. This enables pupils to make satisfactory and often good progress in lessons and acquire their basic ICT skills well. Achievement is generally satisfactory overall but the lack of overall assessment leads to some work being repeated in different year groups, hindering overall progress in the subject. For example, in a Year 3 lesson looking at changing fonts to create calligrams, pupils continued with similar work to that already covered earlier. Some lost interest, therefore not extending knowledge and understanding of the subject.
56. Pupils' achievement is restricted by the lack of opportunity to apply and extend their newly learned skills. Teachers make good use of the ICT suite to develop pupils' skills but computers in classrooms are not always used enough to support learning. Pupils have few opportunities in some classes - for example, to use the Internet in order to carry out their own research and

investigations. Teachers do not always identify in their planning opportunities to use appropriate computer software to support teaching and learning in the classroom. Thus, they fail to ensure that pupils are required to further develop the new ICT skills they have been effectively taught in the suite.

57. Resources and teachers' knowledge have improved since the last inspection. The introduction of interactive whiteboards into classrooms has provided additional opportunities for the use of ICT in other curricular areas, especially literacy and numeracy. The improved demonstrations in lessons maintain pupils' interest and enable them to understand lessons in a more imaginative and interesting way.
58. Pupils are proud of their work. This was evident in discussion with a group of Year 6 pupils about their use of an interactive program. They combined text and pictures in an imaginative way using the Internet to add to the information gained from books. Attitudes and behaviour in the lessons were always good and resources are treated with care. The leadership and management of the subject are satisfactory overall, although recent staff changes have resulted in ICT not having a co-ordinator currently. Plans for the subject's future development are clearly outlined in the school development plan, although procedures to evaluate pupils' learning and ability and to identify areas for improvement are not fully established.

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

59. ICT is used satisfactorily to support other subjects. An analysis of pupils' work shows that they use word processing effectively in a good range of subjects and there are opportunities to use ICT to draw pictures in art and design, handle data in science and make multi-media presentations that combine pictures and sound. Some teachers are using the interactive whiteboards effectively to teach other subjects - for example, writing tasks in English and data handling in mathematics. The use of the Internet in history enabled pupils to produce interesting notebooks on famous Tudor characters. The majority of the research takes place in the computer suite as there are few opportunities in the classrooms. Pupils' understanding of subjects is enhanced through using ICT resources to support their work successfully - for example, they use photographs increasingly to record their work.

## **HUMANITIES**

60. Only two **geography** lessons were seen during the inspection. Pupils' work and teaching plans were studied and the subject was discussed with the co-ordinator, staff and pupils. There was insufficient evidence to make overall judgements on provision and on the quality of teaching. Pupils attain nationally expected standards by the end of Year 6. Standards are similar to those at the last inspection.
61. Pupils achieve satisfactorily overall. They achieve well in developing their mapping skills. Many pupils have a satisfactory knowledge and understanding of their own local environment – for example, how it is affected by noise pollution from nearby Heathrow Airport. Teachers do not consistently expect higher-attaining pupils to use their geographical knowledge and understanding to explain the main reasons for these different lifestyles. This does not always ensure that these pupils achieve as well as they could. Teaching was good in the lessons seen, but evidence from pupils' work shows that teachers' expectations are not consistently high enough in all lessons, particularly when pupils are required to explain how geographical location and differences affect people's lives.
62. Leadership and management in geography are satisfactory overall. The school has focused strongly on improving standards in English and mathematics and this has limited aspects of development in subjects such as geography and history. The subject co-ordinator looks at teaching plans and at samples of pupils' work to check on their achievement. She does not monitor and evaluate teaching, and the lack of assessment procedures does not help her to track pupils' achievements from one year to the next.
63. Only one lesson was seen in **history** so no overall evaluation can be made of provision and the quality of teaching. Inspectors looked at a sample of pupils' current and previous work in

books and on display around the school and talked to pupils, the subject co-ordinator and other staff. Pupils attain standards that are expected of their age by the end of Year 6. Standards are higher than at the last inspection and pupils achieve satisfactorily overall. This is a good improvement since the last inspection, when pupils' achievement in history was unsatisfactory. The school has improved teachers' planning, with more consistent use of national subject guidance. It has increased the number of books for historical research and now has a greater range of historical artefacts. These are being used more effectively by teachers to increase pupils' understanding of how people's lives have changed over time. The school makes good use of visits - for example, to Hampton Court - to encourage pupils' enthusiastic approach and enhance their learning.

64. Teachers provide good opportunities to extend pupils' writing skills in history - for example, when describing people's lives in Ancient Greece. Teachers have high expectations of Year 5 and 6 pupils to develop a more independent approach in their learning - for example, by developing their own questions when researching information on the effects of the Blitz. Pupils use their research skills well to provide detailed descriptions of particular aspects, such as rationing, although they do not always attain above average standards by explaining how people's lives were changed by these events.
65. The subject is led and managed satisfactorily. The co-ordinator took on the responsibility only at the start of this term. An action plan is in place, from the previous post holder, that focuses strongly on improving resources further to support new topics. The co-ordinator monitors pupils' achievement through looking at samples of their work and checking teachers' plans. She has not observed and evaluated teaching, and on-going assessment procedures are not established. This does not help the subject co-ordinator gain a clear understanding of the subject's strengths and weaknesses and how well different groups of pupils are achieving.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils have a good attitude to the subject and are keen to learn about different religious beliefs.
- Assessment of learning is underdeveloped.
- The subject is well resourced and pupils treat religious artefacts with respect.

## Commentary

66. The standards that pupils attain meet the requirements of the locally agreed syllabus, as they did at the time of the last inspection. Pupils study the locally agreed syllabus covering the main religions, including Christianity, Judaism and Islam. They complete work in each of the required units and achievement is satisfactory overall.
67. Teaching and learning are satisfactory. Teachers use skilful questioning to maintain interest and help pupils to concentrate. This was noted in a Year 6 lesson on the story of Joseph and his brothers, where the quality of story telling and questioning led to discussions on feelings of jealousy and how the pupils might react in a similar situation. Pupils responded thoughtfully and offered sensible contributions to the discussion. The sensitive handling of the pupils' answers and questions contributed well to their understanding of the religious significance of the story.
68. Aspects of the subject introduced in Year 3 are repeated in Year 6 but they do not build effectively on this prior learning. This is due to the lack of formal assessment and recording, which limits teachers' understanding of what pupils know and understand. Written work in

Year 6 does not always encourage the development of religious ideas and understanding, tending to be factual accounts of events and aspects of worship. This is in contrast to the discussions within the lessons observed where pupils were encouraged to discuss their responses to particular religious events and beliefs in depth. This resulted in some well-thought-out replies and a greater understanding of the influence of some religious leaders - for example, Guru Nanak. Pupils visit the local church and other places of worship and these visits have promoted understanding of different faiths well. In addition, speakers from other religions visit the school to talk about their practices and beliefs. This further adds to the pupils' understanding of other religions.

69. The subject leadership and management are satisfactory. The headteacher is acting as the subject co-ordinator until a replacement can be appointed. Religious education has been identified as a subject for review in the coming year. Resources are good and used correctly, with respect, and their significance appreciated by pupils. This was clearly evident from the interest and discussion generated by a display of different religious artefacts in the corridor. This interest and awareness support racial harmony and understanding, which are features of the school.

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

70. It is not possible to make a firm judgement on provision for art and design, design and technology or music because not enough lessons were observed during the inspection. However, it is clear from documentary evidence that these subjects are regularly taught and the curriculum is broad and fully meets requirements.
71. Following the last inspection when standards in **art and design** were judged as unsatisfactory, there has been a review of the subject and teachers have received training to develop their confidence in teaching it. There is good evidence in photographs, displays and from sketchbooks that pupils are given experience of a range of skills that include three-dimensional work. In a good Year 4 lesson seen, the teacher had prepared a good range of resources to stimulate pupils to produce imaginative designs for chairs. Pupils were enjoying the chance to design practical and fantasy chairs. Work in sketchbooks is variable. While some pupils demonstrate good skills in sketching, perspective and colour use, this is not consistent across all classes. There is a flourishing art club run by the headteacher for Year 5 and 6 pupils, in which pupils develop their skills well through working on projects.
72. Only one lesson was seen in **design and technology**. In this the teacher used questioning well to get Year 3 pupils to explain the purposes of packaging. This showed that the pupils had good observational skills and could articulate their ideas well, using key technical vocabulary, such as "Packaging is to protect, and it has a barcode used for scanning". Pupils' books show that they enjoy design and technology and the work reflects clear planning for the development of pupils' skills. There is ample evidence that pupils experience the full design process, with some very good examples of pupils evaluating their work.
73. It was not possible to see a **music** lesson. A specialist teacher who works with all classes now teaches the subject on one day a week and this was not one of the inspection days. Planning ensures that all elements of the music curriculum are taught. In a Year 5 lesson in design and technology, pupils demonstrated their knowledge of musical instruments in demonstrating and explaining how sound is made and how it can be varied. They used technical vocabulary with confidence and ease and handled the instruments appropriately. Singing in assemblies is tuneful and melodic and pupils understood how to vary rhythm and pitch.
74. The headteacher currently manages music and art and design in the absence of the art and design co-ordinator. There is to be a new appointment in design and technology following a recent staff change.



## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- A very good range of sporting clubs and activities enhances pupils' learning very well.
- Teachers do not extend pupils' skills enough in lessons.
- Pupils achieve well in swimming.
- The subject co-ordinator does not evaluate and improve teaching.

### Commentary

75. Pupils attain standards that meet those expected nationally by the end of Year 6. Standards are lower than at the last inspection as teaching is not as good as it was. Pupils achieve satisfactorily overall. They continue to achieve well in swimming. The school makes very good use of regular sessions at a local swimming pool to improve pupils' water confidence and develop their range of strokes. Many pupils have had little or no previous swimming experience. They benefit from good teaching by swimming instructors and the subject co-ordinator and rapidly improve. Their achievement is recognised in the large number of attainment certificates that are presented in the weekly merit assembly. Most achieve the standard expected nationally by the end of Year 6.
76. Pupils' skills, knowledge and understanding in games and gymnastics meet levels expected nationally, throughout the school. Some individuals attain an above expected level of skill - for example, in football and cross country - and use their skills successfully when representing the school in competitions. Teaching and learning are satisfactory overall. They varied from good to unsatisfactory in the lessons seen. Pupils achieve well in lessons where teaching is good - for example, when Year 6 pupils worked well in pairs to perform carefully controlled and synchronised gymnastic sequences. The teacher's good management of the class and her effective use of evaluation skills helped pupils to improve the standard of their work. However, teachers do not provide enough opportunities in games lessons to help pupils to improve their skills. Where teaching is unsatisfactory, teachers do not organise their lessons well and do not maintain a brisk enough pace to ensure that pupils have enough time to practise their skills. Teachers spend too much time on the lesson warm-up and providing detailed explanations and demonstrations of what they require. As a result, there is too little time left for pupils to benefit from skills practices. This restricts their achievement.
77. The leadership of the subject has been maintained at the good standard reported previously. An enthusiastic co-ordinator works closely with the headteacher, other staff and staff and students from a local secondary school to provide a very good range of sporting activities. She makes good use of other local sporting organisations to enhance pupils' learning - for example, in cricket, football and rugby. The co-ordinator's involvement in the Hillingdon Sports Association enables the school to participate successfully in local competitive leagues and tournaments. Pupils value and enjoy these opportunities. The subject management is satisfactory overall. The co-ordinator does not monitor, evaluate and support teaching, as reported in the last inspection. New teachers do not benefit from her expertise - for example, through demonstration lessons - and many lack confidence in teaching aspects of the subject. This limits pupils' achievement. Teachers assess pupils' achievements to describe their attainment in pupils' annual reports. However, teachers do not maintain on-going assessments that guide their planning and identify what aspects of skills need to be improved.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP



78. Personal, social and health education and citizenship is being used with increasing effectiveness in the school to promote a supportive, caring ethos and to improve pupils' confidence. Teachers are beginning to use a commercial scheme successfully, which has been introduced recently to provide a good structure to the course. They use termly units of work in each year group to cover a broad range of topics and themes. This is supported well by the school's good use of local community resources and facilities, such as the Life Education Lifebus and Year 6 pupils attending a Junior Citizens morning organised by Hillingdon local authority. Teachers plan to use circle time activities to help pupils to express their feelings, although, in the Year 6 lesson seen, the teacher did not use the opportunity effectively to encourage pupils to share their views. This did not enhance their personal development. The school council provides a good opportunity for pupils to put forward their ideas to benefit the community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
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>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	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	2
The leadership of other key staff	3
The effectiveness of management	3

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