

INSPECTION REPORT

SPRING GROVE PRIMARY SCHOOL

Isleworth

LEA area: Hounslow

Unique reference number: 102500

Headteacher: Ms M Buckby

Lead inspector: Mrs S M Barnes

Dates of inspection: 17th – 20th January 2005

Inspection number: 267713

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 227.5

School address: Star Road
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Middlesex
Postcode: TW7 4HB

Telephone number: 020 8560 0965
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Appropriate authority: The governing body
Name of chair of governors: Mrs K Walda

Date of previous inspection: 25/01/1999

CHARACTERISTICS OF THE SCHOOL

Spring Grove is an average sized primary school in Isleworth, Middlesex in the London Borough of Hounslow. The boys and girls who attend are between the ages of three and eleven. Some pupils come from homes nearby and some from further afield with a wide range of socio-economic backgrounds. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average at around 12 per cent. The proportion of pupils who speak English as an additional language is very much higher than in most schools at nearly a half. There is a very high proportion of pupils from minority ethnic groups with the majority being of Asian or Asian British background. The most common first languages spoken by these pupils are Punjabi, Urdu and Gujarati. Attainment on entry to the school varies year by year, sometimes being above and sometimes below average. Taken over a number of years it is broadly average. The proportion of pupils with special educational needs is above average, although broadly the same numbers as nationally have a statement of their need. These needs include specific, moderate and profound and multiple learning difficulties, social and emotional needs, autistic spectrum and learning behaviour and social difficulties. At the time of the inspection three classes were being taught by teachers who were relatively new to the school. The school is part of an Education Action Zone and the Excellence in Cities initiatives. It has recently gained an Active -mark award and Healthy School awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S M Barnes	Lead inspector	Foundation Stage Mathematics Information and communication technology Special educational needs English as an additional language
32698	Mr S Barker	Lay inspector	
22398	Mrs L E Wright	Team inspector	Science Art and design Design and technology Music Physical education
2758	Mr I Jones	Team inspector	English Personal, social and health education and citizenship Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with many very good features. By the time pupils leave school at the end of Year 6 they attain standards that are well above average in English and mathematics and above average in science. Achievement overall is good and for the current Year 6 it is very good. Teaching is good overall and pupils respond well and approach their learning with interest and enthusiasm. Behaviour is very good. Leadership and management are good overall. The school gives good value for money.

The school's main strengths and weaknesses are:

- By the time they leave school at the end of Year 6, pupils achieve high standards in English and mathematics and above average standards in science.
- The very inclusive ethos results in a very harmonious school community where all pupils are fully integrated and do well.
- A high proportion of very good teaching promotes successful learning in a wide range of subjects.
- The school takes very good care of all of its pupils and works very well to ensure that parents are kept fully informed of all aspects of school life.
- Assessment in English and mathematics is very good, but assessment and marking are inconsistent in other subjects.
- Systems to keep a check on the quality of teaching and learning are good, but are not used consistently across the school to ensure emerging issues are addressed quickly.
- The very good way the school promotes pupils' social and moral development gives them a very good sense of citizenship.

There has been a good level of improvement since the previous inspection. The school has worked hard to address the key issues. The quality of teaching has been improved and is now good. Higher attaining pupils now achieve well in English and science. Provision in geography, music and information and communication technology (ICT) has been improved. Assemblies provide good opportunities for reflection and the annual report to parents provides good information on financial matters. In addition, standards have improved in curriculum, care and welfare and links with parents.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

The pupils' achievement is **good** throughout the school. On the basis of the 2004 national test results in Year 6, the pupils' attainment was well above the national average in English, mathematics and science. Based on their prior attainment the pupils achieved very well in all three of these subjects. By Year 6 pupils achieve well overall and use skills of literacy,

numeracy and ICT well to support their work in other subjects. Currently, achievement and standards in Year 6 are very good in English and mathematics and good in science.

The 2004 national test results for pupils in Year 2 show that their attainment in reading, writing and mathematics was well above the national average. In comparison with similar schools, the pupils' performance was well above average in writing and mathematics and in the top five per cent nationally in reading. The teacher assessments for science show that pupils' attainment was above the national average. Inspection findings indicate that for the current Year 2, pupils' attainment is above national expectations in science and broadly average in English and mathematics and that, overall, pupils of all abilities achieve well. However, current progress in Year 1 is very good and in Year 2 it is satisfactory.

In religious education, pupils' attainment is in line with the requirements of the locally agreed syllabus at the end of Year 2 and Year 6, and their achievement is good. In ICT, pupils' attainment is in line with national expectations at the end of Year 2, and above national expectations at the end of Year 6 and pupils' achievements are good.

The children's attainment when they join the nursery and reception classes fluctuates year on year from below average to above average. Currently, it is below average in nursery and broadly average in reception. The children achieve well in nursery, and in reception are likely to attain beyond the expected level by the start of Year 1 in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional development, physical development and creative development the children's attainment is likely to be at the expected level.

Pupils of all ages have positive attitudes to work and set about their activities with enthusiasm. Pupils' behaviour is very good overall. Attendance is very good, and is well above the national average. Pupils enjoy coming to school. Pupils' spiritual, moral, social and cultural development is **very good** overall, and there are particular strengths in pupils' social and moral development and in how pupils are helped to develop increasingly mature attitudes and behaviour year on year.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall. It varies from very good in Year 1 and Year 6 to satisfactory in Year 2. Assessment is very good in the core subjects of English and mathematics and in the Foundation Stage, and very good use is made of the analysis of test data to set targets. Assessment in the non-core subjects is satisfactory overall. The school has a good marking policy, but this is not fully implemented by all staff. The curriculum is good, and it is enriched very well by a very good variety of additional activities and learning opportunities. The curriculum for Foundation Stage children is good and fully meets their needs. Accommodation and resources are good. The school provides very good levels of care, support and guidance for all pupils. The school's partnership with parents and with other schools is very good, and it has established very good links with the local community.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The headteacher and key staff have a very clear vision and high aspirations, and lead the school well. The leadership of subject co-ordinators is good, and their role is continuing to develop. However, the good monitoring procedures, to keep an eye on standards and teaching, which the school has developed, are not always implemented with sufficient regularity. Governance is good. The governing

body is supportive and well informed, and effectively fulfils all of its statutory duties apart from a minor omission in its annual report. The school is well managed and the strategic management of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and are very supportive. Pupils are very happy and speak highly of all of the staff. They enjoy coming to school.

IMPROVEMENTS NEEDED

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

- Ensure consistency in assessment procedures in all subjects in all classes (as highlighted in the school improvement plan).
- Implement the good procedures for monitoring teaching, learning and pupils' work consistently across the whole school to ensure emerging issues are addressed quickly.
- Ensure a closer adherence to the marking policy by all staff across the school in all subjects.

and, to meet statutory requirements:

- Ensure all required information is included in the governors' annual report to parents.

PART B: COMMENTARY ON MAIN THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is **good**. The standards pupils attain by the end of Year 6 are good overall.

Main strengths and weaknesses

- Standards are well above average in English and mathematics at the end of Year 6 and above average in science.
- Pupils' achievement in information and communication technology (ICT) in Years 1 to 6 is good due to improvements in resources and teachers' confidence.
- Children in the youngest classes make good gains in their learning and their achievement is good.
- Pupils with special educational needs and those with English as an additional language are supported well by teachers and classroom assistants and achieve well as a result.
- Although pupils make good progress in the infants, they currently do much better in Year 1 than in Year 2.

Commentary

1. The children's attainment when they join the nursery and reception classes fluctuates year on year from below average to above average. Currently, it is below average in nursery and broadly average in reception. The children achieve well in nursery and in reception and in the current year, reception children are likely to attain beyond the expected level by the start of Year 1 in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional development, physical development and creative development the children's attainment is likely to be at the expected level for their age.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.0 (16.7)	15.8 (15.7)
writing	16.1 (15.8)	14.6 (14.6)
mathematics	18.1 (16.4)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. Results of national assessments in reading, writing and mathematics at age seven have varied considerably from year to year compared to all schools and similar schools (those with similar levels of free school meals.) To a great extent these variations are explained by differences between the relatively small cohorts and very high proportions of pupils who are at an early stage of acquisition of English in some classes. Overall results have been well above the median in reading and above it in writing and mathematics. The trend in the school's average results has been above the national trend.

3. The inspection findings indicate that for the current Year 2, pupils' attainment is above national expectations in science and design and technology and broadly average in reading, writing and mathematics and that, overall, pupils of all abilities make good progress and achieve well. However, progress in Year 1 currently is very good and in Year 2 it is satisfactory. In religious education, pupils' attainment is in line with the requirements of the locally agreed syllabus at the end of Year 2 and pupils' achievement is good. In music and geography, standards are in line with those expected nationally and pupils' achievements are satisfactory. In ICT, pupils' achievements are good and standards are in line with those expected.

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

Standards in:	School results	National results
English	28.8 (27.5)	26.9 (26.8)
mathematics	29.2 (27.2)	27.0 (26.8)
science	30.8 (30.0)	28.6 (28.6)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

4. Results of national assessments at age eleven have been generally above average, although they have fluctuated from year to year depending on the ability of each cohort. Overall, the trend has been above the national trend. Currently, attainment by the end of Year 6 is well above average in English and mathematics and above in science. Achievement is very good in English and mathematics and good in science. In religious education, pupils' attainment is in line with the requirements of the locally agreed syllabus at the end of Year 6, and their achievement is good. In ICT and design and technology, pupils' attainment is above national expectations at the end of Year 6 and their achievements are good. The improvements in standards in ICT are largely due to the focus the school has placed upon the subject, including staff training and a new computer suite. In music and geography, standards are in line with those expected nationally and pupils' achievements are satisfactory.
5. Achievement of pupils with special educational needs and pupils with English as an additional language is good. This is due to the good support they are given, which enables them to make good progress in developing their skills and understanding. Teachers plan lessons thoroughly, so that each pupil is included at a level to suit their needs and extend their skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **good**. Their behaviour is **very good**. The school's provision for pupils' spiritual, moral, social and cultural development is **very good** overall. The level of attendance is **well above average** and punctuality is **good**.

Main strengths and weaknesses

- Pupils get on with each other very well and are respectful of each other's feelings and views.
- Very good relationships throughout the school help pupils to become confident members of the community.
- Pupils accept responsibility readily.
- The school has very good methods for promoting the pupils' high rates of attendance.

- The school council is not seen by all pupils as a route for them to make an input into decision-making.

Commentary

6. Spring Grove is a very happy school in which pupils learn with confidence and enjoyment. Pupils are very polite and courteous and take care and pride in their responsibilities. They get on well with their teachers and try hard to do their best. Pupils' personal development remains a strength of the school since the last inspection and provision for their social and moral development has improved even further. Pupils appreciate and enjoy the wide ethnic and cultural diversity in the school and respect each other's beliefs and lifestyles. There are the usual few instances of children falling out, but there is no bullying and pupils are confident that it would be dealt with immediately should it occur. All pupils have shown great enterprise in response to the Tsunami disaster, raising a lot of money through their own efforts, such as car washing. Although pupils ably demonstrate their grasp of relevant school issues, such as lining up at lunchtime, and have good ideas for improvement, they are yet to be given full responsibility in the running of the school council.
7. Pupils' behaviour is very good around the school in informal situations because they are given good guidance in understanding the results of their actions and they know that any transgressions will be taken very seriously. They play and work together sociably and co-operatively and there have been no exclusions from school in recent years. Their behaviour in lessons mirrors the quality of the teaching. Lively and challenging teaching encourages pupils to take part in lessons with enthusiasm so that they learn very successfully. Where the teaching is good pupils are well behaved and achieve well, but occasionally drift off task for short periods. Pupils with special educational needs have every opportunity to do well and be successful so that they too grow in confidence and develop positive attitudes. In many lessons pupils are expected to take some responsibility for themselves and to become increasingly independent in their approach to learning. This often generates an excitement in learning and helps in the attainment of high standards.
8. Assemblies, religious education and circle time all play an important part in promoting pupils' personal development. The school culture is one of concern for, and involvement in, the school and local communities. This promotes the pupils' social and moral development very well. Many opportunities are provided through visits and involvement in Action Zone activities to widen the range of pupils' social experiences. Their spiritual and cultural development is promoted well through special events such as Martin Luther King Day assembly, dance festivals and special cookery days. However, the spiritual and cultural dimensions are not planned into the school's everyday practice as an integral part of all aspects of the curriculum so that here, provision is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.8
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.

9. Pupils are happy to come to school and arrive punctually and enthusiastically. The school actively promotes good attendance and punctuality at every opportunity and rightly acts to discourage parents and carers from taking their children out of school for holidays in term time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching and learning is good overall throughout the school. Assessment is good overall. The curriculum is good and the school provides a very good range of additional learning opportunities. The curriculum for Foundation Stage children is good and fully meets their needs. Accommodation and resources are good. There is a good match of teachers and support staff to pupils' needs. The school provides very good levels of care, and support and guidance for all pupils. The school's partnership with parents is very good and the school has established very good links with other schools and the local community.

Teaching and learning

The quality of teaching and learning is **good** overall throughout the school. Assessment is **good** overall and is used very well.

Main strengths and weaknesses

- Teachers make very good use of skilled support staff.
- Teachers promote all pupils' equality of opportunity very well.
- Relationships between teachers and pupils are very good, and behaviour is generally very well managed.
- Pupils in the oldest classes are successfully taught to use skills in mathematics, literacy and ICT well to support learning in other subjects.
- Assessment of pupils' work in English and mathematics is very good.
- There is a lack of consistency in the assessment of subjects other than English, mathematics and science.
- Marking of pupils' work is inconsistent from class to class.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11 (31%)	16 (46%)	7 (20%)	1 (3%)	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 is good overall throughout the school. There has been a good level of improvement since the previous inspection. However, there is a variation in the quality of teaching across the school. It is generally very good in Year 1 and Year 6 and satisfactory in Year 2. In the Foundation Stage teaching is good. Teachers ensure that the range of activities provided for children takes good account of their interests and capabilities and also the early learning goals. (The standards it is expected young children will attain by the time they start in Year 1.)

11. Teachers are confident in the use of ICT and teaching in this subject is good overall. They make good use of computers to demonstrate new skills and impart information to pupils as well as to help pupils investigate or record their work in other subjects. Teachers, particularly in the classes for the oldest pupils, make good use of opportunities for pupils to practise and refine their skills in literacy and numeracy to support work in other subjects.
12. A real strength of teaching throughout the school is in the promotion of equality of opportunity for boys and girls, and for all groups. Teachers work together well to establish an environment with uniformly high expectations of all pupils in terms of response and concentration. Staff carefully and effectively supervise the activities they are leading and the activities around them and this has a positive effect on the levels of concentration and involvement pupils demonstrate in their learning. There is an appropriately high emphasis on the development of good attitudes to work and on independence and responsibility, which effectively builds pupils' self-esteem. Personal and social development is nurtured very well and all staff have a consistent approach and encourage all pupils to work together. Relationships between all members of the school community are very good. All staff are also aware of the need to build vocabulary and do this very well through modelling good use of language and introduction of technical vocabulary in lessons such as ICT, science and mathematics.
13. Teaching for pupils who speak English as an additional language and those with special educational needs is good. Pupils are well supported by their teachers and teaching assistants and their achievement is good as a result. The specialist teacher for pupils with English as an additional language works closely with class teachers and helps pupils within classes as well as in small groups when the need arises. Teachers take good regard of the individual needs of pupils as identified in their individual education programmes when planning lessons. As a result, pupils from all groups are fully integrated academically and socially in all areas of school life. In the one unsatisfactory lesson seen the teacher's poor behaviour management skills prevented satisfactory achievement in an excited class, although the standards of work they had already attained indicate that this was not usually the case.
14. The assessment of pupils' work is good overall. It is very good in the Foundation Stage, where all aspects of children's learning are evaluated from the beginning. This gives the school a very good idea of the baseline from which the children start and helps them to check individual progress at every stage of a child's time in school. In addition, careful and regular observations and assessments of how well the children are doing across the curriculum help teachers and adults to focus teaching more closely on what each child needs next to help them learn successfully. Assessment procedures are also very good in English and mathematics. In these subjects, regular tests and assessments enable the school to track individual progress accurately from year to year. These help the school to set accurate individual targets year on year. The system in which this data is stored is extremely flexible and allows the school to check annually on the progress of any specific group of pupils. This means that the school has reliable evidence of attainment and achievement by ethnic group and gender as well as other important criteria. It uses this information very effectively to identify issues so that remedial action and extra support, such as Booster classes, can be put in place. These systems help the school to maintain high standards in national tests and have been significantly improved and developed since the previous inspection. Assessment in science is good. It enables the school to set reliable targets for the end of Year 6, but is not so regular as in English and mathematics. In the other curriculum subjects, assessment is satisfactory. Although pupils' individual progress and attainment is summed up regularly, there is no common format for recording this

information, which limits its usefulness. This has been identified by the school as an area for development and is a current focus.

15. In many lessons teachers take care to tell the children how well they are doing. However, despite the good quality marking policy, its inconsistent application across the school means that in some classes, and in some subjects, pupils are not given any indication of how they can improve their work. Supportive comments are sometimes over-effusive and give pupils little guidance on how to do better. In the very best examples, comments are measured and accurate and the teacher asks extending questions to develop the learning effectively.

The curriculum

The curriculum is **good** overall and meets the needs of all pupils well. Enrichment through extra-curricular activities is **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The organisation of the curriculum ensures that all pupils are fully included in all its aspects.
- Changes to the management of the curriculum have improved its overall balance and effectiveness.
- The monitoring of the curriculum has lacked sufficient rigour to enable it to identify emerging problems.
- Extra-curricular activities enhance provision very well in sport, the arts and music.
- The curriculum offers good provision for pupils with special educational needs and for those whose first language is not English.
- Provision for pupils' personal, social and health education and citizenship is very good.

Commentary

16. The school is socially inclusive and provides a relevant, broad curriculum that includes religious education and to which all pupils have very good access. The programme for personal, social and health education and citizenship is very good and is given high priority throughout the school and is taught with confidence. Weaknesses identified by the previous inspection in the curriculum provision for ICT, music and geography have been fully addressed by the school. This represents a significant improvement since the last inspection.
17. The school has developed a plan that provides a curriculum overview. This successfully guides the allocation of time spent on individual subjects and ensures well-balanced learning experiences for all the pupils. The curriculum is designed well to meet the specific needs of the diverse school population. Subjects and areas of learning are interlinked across the curriculum, which very successfully encourages pupils to use the skills and knowledge learned in one subject to support learning in another. The school makes particularly good use of opportunities to develop pupils' literacy, numeracy and ICT skills through other subjects.
18. The school regularly and systematically evaluates the impact of the curriculum upon pupils' learning, assessing whether all pupils are achieving well irrespective of their cultural and religious beliefs, special needs and ethnic backgrounds. In the main this has been successful in ensuring that the curriculum needs of all pupils are well met. However, this evaluation procedure has not been employed with sufficient rigour

during this academic year to enable the school to identify aspects of the pupils' work in Year 2 that do not reflect the school's curriculum practice, such as in the retaining of pupils' written work following the use of individual whiteboards, or in teachers' marking.

19. There is a very good range of opportunities provided for pupils to have experiences outside the constraints of the normal school curriculum. The very good range of extra-curricular activities provides a wide variety of sports, art and music clubs from which pupils benefit considerably. The school has recently achieved Active Sports mark in recognition of its impressive range of sporting activities and achievements.
20. The school makes good use of visitors with specialist knowledge and of educational visits to enrich the pupils' learning experiences.
21. Accommodation is good and there is a good match of teachers to the needs of the curriculum. Resources to support pupils' learning are good. During the last twelve months, the school has improved significantly the resources for ICT. A new building has been constructed to house a well-equipped computer suite. This resource is used well by all classes and has led to an improvement in the achievement of pupils in the subject.
22. The provision for pupils with special educational needs, and for those whose first language is not English, is good and this helps them to achieve well. The high quality support that these pupils receive from the team of skilled learning support assistants and the specialist teachers of English as an additional language helps to ensure that they are fully involved in all aspects of the curriculum.

Care, guidance and support

The school's provision of support, advice and guidance for pupils is **very good** as are its procedures to ensure pupils' care, welfare and safety. The steps taken to involve pupils in the work and development of the school are **satisfactory**.

Main strengths and weaknesses

- Staff know all pupils and their needs extremely well and this leads to close relationships and an overall ethos of care in the school.
- Pupils, their families and staff all share a sense of belonging to the school community.
- Strong links with partner schools ensure a smooth transition on to secondary school.

Commentary

23. All school staff consistently show high levels of concern for the care, safety and welfare of pupils in the school. The strong relationships that exist between staff and pupils enable children to quickly settle quickly into school when they join the nursery and reception class and to gain in confidence and self-esteem as they move through the school. Relationships are built upon mutual trust: Pupils trust members of staff and feel fully confident in approaching them with a problem, should the need arise, and staff trust pupils to meet their high expectations of behaviour, self-control and commitment to learning. There has been a good level of improvement in this aspect of school life since the previous inspection.

24. Great care is taken to ensure that all pupils and their families share a sense of belonging to the school. The school's extensive curriculum enrichment programme and strong social activity calendar for pupils and their families ensure that cultural heritages and traditions of all members of the school community are shared and celebrated. This supports pupils' personal development and strengthens the sense of family that exists in the school.
25. The school gives good support to pupils who join the school and for whom English is not their first language. Other pupils, their families and members of the school community join forces to provide translation services and other support while external agency support is being put in place.
26. The effective links that the school has with partner secondary schools ensure that pupils move on to their next school without disruption to their happiness or learning. Participation within the Education Action Zone lends good support to the school's provision of care. The *Moving Up* project supports pupils in the transition to secondary schools and this strengthens the school's own programme of curriculum and pastoral care links. The school actively seeks to provide male role models for pupils who may not have male influences in their lives. For example, fathers are encouraged, and do, come into school as parent helpers and the school has set up a reading mentor scheme with Years 8 and 9 boys from a local secondary school.
27. The school council serves a valuable role within the school but pupils are insufficiently aware of its impact or how to use it to put their ideas forward. The council does not have fixed meeting times and pupils are currently not fully involved in setting their own agendas or chairing their meetings. Although through their lessons and as a result of good relationships with staff at all levels, pupils do feel that their views are valued, they have difficulty in pinpointing where the school has acted upon them.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. The links with the community and with other schools and colleges are **very good** and have a positive impact on pupils' learning and personal development.

Main strengths and weaknesses

- Links with parents and local organisations create a strong sense of community at the school and contribute significantly to pupils' achievements.
- Parents are actively involved in the life and work of the school.
- Progress reports provide parents with very good quality information.
- The governors' annual report to parents contains some minor breaches of statutory requirements.

Commentary

28. The school works in genuine partnership with parents, other schools and local organisations to create a real sense of community. Parents give generously of their time to act as helpers in the school. Partner schools within and beyond the Education Action Zone contribute to the school's strong curriculum enrichment and transition work. The links that have been forged with the community regularly contribute to the pupils' learning and personal development. The high standards noted at the time of the previous inspection have been effectively maintained.

29. The very strong partnership with parents enables them to make a good contribution to their children's learning. Parents receive regular, good quality information from the school. Progress reports provide parents and carers with very good quality information. They reinforce the school's high expectations on attendance and punctuality and provide pupils and their parents with clear guidance on what steps they need to take to improve their learning. Curriculum information evenings encourage parents to engage in their children's learning by ensuring they are fully aware of the school's teaching methods and the strategies that they can use to develop their children's learning at home.
30. The governors' annual report to parents is of generally good quality, but does not currently comply with all statutory requirements but the school is aware of this and is planning to include all required information in the report that will shortly be published.
31. Parents are encouraged to take an active role in their children's learning. The school benefits from a significant number of parents regularly volunteering to help in school through helping in classrooms, accompanying school trips and sharing skills and experiences through lessons, assemblies and enrichment activities.
32. The school actively promotes community life and, through a variety of events and activities, instils in pupils the benefits, responsibilities and traditions of belonging to a community. The school's links with other schools are many and varied; they make a very strong contribution to the smooth transfer on to secondary schools, enhance the curriculum and extend the active participation in sports and the arts for pupils in this and other schools.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. Leadership is good, particularly from the headteacher. Management is good, and is focused on raising standards. The governance of the school is **good**. Governors fulfil the statutory aspects of governance except for a minor omission in the annual report to parents. The school provides **good** value for money.

Main strengths and weaknesses

- The school is a well-ordered community, focused on raising and maintaining high standards within a fully inclusive environment.
- The leadership of the headteacher creates a school with very strong values and high aspirations.
- The school's evaluation of its own strengths and weaknesses has improved significantly since the last inspection, but still lacks sufficient frequency of application to identify emerging problems.
- Governors know the school's strengths and weaknesses well and provide effective support.
- Finances are managed very well and are suitably focused on the school's priorities, which are designed to raise standards.

Commentary

33. The headteacher provides dedicated and quietly determined leadership for pupils and staff. Her clear vision for the school is shared with the governing body, staff and parents, and is focused on the education of the whole child. This shared vision provides a very clear sense of direction for the school's development and is reflected

in its life and work. In particular, the very inclusive atmosphere, prevalent throughout the school, helps to ensure that all groups of pupils, irrespective of their background or beliefs, are valued, respected and achieve well. This is a happy and positive community that is well regarded by parents and pupils.

34. The day-to-day management of the school is good and is effectively supported by the very competent clerical staff and the energetic site supervisor. The school is organised efficiently and all staff are clear about their roles and responsibilities. Overall, management effectively supports the school's commitment to raise the standards attained by all pupils.
35. The leadership of the school has improved significantly since the last inspection. The school has successfully addressed the weaknesses identified in the curriculum and in the monitoring of the effectiveness of teaching. There is clear evidence that it has implemented comprehensive and robust procedures for evaluating all aspects of its performance. The school has gained a clear and accurate view of its strengths and weaknesses, using the information to develop an effective improvement plan that exemplifies highly competent strategic thinking and a determination to improve.
36. At the start of this academic year, three new teachers joined the staff of the school, which represents a high percentage of the full-time teaching staff. Good induction and support procedures were employed to settle these new teachers into the school and familiarise them with its policies and practices. The school's procedures have been very successful in supporting two of the new teachers. However, the monitoring arrangements, particularly for the evaluation of pupils' work, have not been undertaken with sufficient regularity to identify emerging issues in the Year 2 class. Consequently, non-adherence to the school's policies, particularly in respect of marking, work organisation and retention have not been identified and addressed.
37. Subject leaders fulfil their management responsibilities well, ensuring that resources and systems are in place to support teaching and learning. With the support of the assessment co-ordinator, they have developed a comprehensive picture of the progress and attainment of pupils in English, mathematics and science. The monitoring and evaluation of pupils' day-to-day work do not form a normal, regular part of the school's management practice. As a consequence, minor difficulties have the potential to develop into problems before they are identified and addressed. When problems are identified, the school takes very quick, determined and effective action to rectify them.
38. The governing body is very supportive of the work of the school and fulfils its role effectively. The governors have gained a clear understanding of the strengths and weaknesses of the school through their close involvement in its life and work. For example, each governor 'adopts' a specific year group class, following their activities and development throughout the school year. This close contact enables the governors to bring current and relevant knowledge to their discussions and decisions. The governors have been fully involved in developing the school's improvement plan and understand the issues and priorities well. They fulfil the statutory aspects of governance except for a minor omission in the annual report to parents. They play an active role in holding the school to account for the quality of education that it provides. They are always ready to question and challenge the school when necessary in fulfilling their role as a 'critical friend'. The school's finances are managed very well, are guided by the principles of 'best value' and are targeted on supporting the school's improvement plan.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	743,181	Balance from previous year	51,754
Total expenditure	788,956	Balance carried forward to next year	5,979
Expenditure per pupil	3,378		

39. The large balance brought forward from the previous financial year was part of a planned programme for capital expenditure. The money has been used to finance the building and equipping of the school's new ICT suite. This represents the careful and well-considered management of the school's finances, fulfilling its improvement targets and raising the standards attained by pupils throughout the school in ICT.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the children in the Foundation Stage is **good**.

40. The children in the nursery and reception classes (the Foundation Stage) receive a good start to their education due to the good quality of leadership and management. The high standards noted at the time of the previous inspection have been maintained and built upon further. The Foundation Stage is managed well by an experienced practitioner. Teaching and learning are good. All staff pay good attention to ensuring that children have equal opportunities to experience the full range of activities available to them. Good planning and very good assessment systems contribute to the effectiveness of these early years of education. Provision for children with special educational needs and those with English as an additional language is good and these pupils achieve well, in line with their peers. Children start in the nursery class following their third birthday and in the reception class after their fourth birthday. Procedures for children to start school are good. There is good liaison between the nursery and the reception classes, and usually the majority of the cohort in nursery progress to the reception class. A small group of children join the school in reception, having attended another early years setting. There are fluctuations in the attainment of children on entry to the school year on year.
41. In some years, standards are above and in other years in line with or below the standards expected for children's ages. At the time of the inspection, attainment of children on entry to the nursery covered a very wide range but was below the level expected for their age overall. The attainment of children in the current reception class was broadly average when mathematical and language skills are considered, but in their social and emotional development many children lack confidence in new situations and prefer to play alongside their peers. By the time they move into Year 1, most children in the current reception class are likely to exceed the early learning goals in communication, language and literacy, knowledge and understanding of the world and the mathematical areas of the Foundation Stage curriculum. In creative, physical and personal and social development they are likely to be in line with the standards normally attained for children's ages.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress in developing personal independence due to the good classroom routines, although some are reluctant to venture into new situations.
- Children behave well for their age.
- They are learning to concentrate for longer periods.
- Many children prefer to play alongside, rather than with, their peers.

Commentary

42. The children quickly establish good relationships with their class teachers and nursery nurses in both the nursery and the reception class. The good quality of the general ethos and environment, together with effective teamwork and supportive relationships, contributes to the strength of this area of development and children's achievements are good. Despite their young age the children behave well and are encouraged to be considerate of others. However, many play quietly alongside, rather than with, other children. Teachers capture children's interest effectively, and promote concentration

by the good use of finger rhymes and games. Together with suitably planned activities, this ensures that children's involvement is fostered and maintained well. Some children are eager to take part in discussions and activities, but many sit quietly observing and absorbing what is going on. High expectations of the children's attitudes and behaviour are supported by good teaching in both the reception and nursery classes. Children's good learning reflects these teaching standards. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. They cope well with their personal needs such as getting coats for outdoor play, needing little adult help. Children are likely to attain the goals expected for their age by the time they transfer into the Year 1 class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The children's emergent writing is promoted well in the nursery and in the reception class.
- Speaking and listening skills are fostered effectively.
- Early reading skills are appropriately encouraged.
- More able children dominate some discussions and on occasion are insufficiently challenged.

Commentary

43. Teaching and learning are good overall in the reception class and the nursery. Many opportunities are provided for children to extend their speaking skills through all areas of learning. When they enter the nursery, most children in the current cohort have speech skills below those expected for their ages and few are keen to talk about their interests and activities. They use simple phrases and statements, often linked to gestures, to communicate and many are tentative in their contributions, for example "*I('m) Polt (Post) man*". They enjoy listening to stories and sharing books, and a few can predict or suggest how a story will develop. For most, reading ability is in its very early stages, but it is encouraged appropriately. Children enjoy looking at books and turn the pages carefully. Some children in the nursery are beginning to recognise their written names. However, a few children have highly developed speech and language skills and in their eagerness to participate sometimes dominate discussions in the nursery as they find the answers easy. When the whole nursery has storytime together, these few children are, on occasion, insufficiently challenged by work which is set at a level suitable for the rest of the class. In reception, communication skills are broadly in line with those expected for children's ages. In the reception classes most children have a reading book and some are beginning to read simple texts. Reception children listen to stories with increasing attention to detail and recall. For example, some are able to say the order of the story of the *Three Little Pigs*, although some still make errors. Both classrooms have a good range of picture books, including non-fiction titles, which are accessible to the children. Nursery children draw and paint and give meaning to marks, but their figures lack detail and their writing does not always include representational letters. In reception, most children can write their names unaided and letter formation is developing. Some are beginning to be able to write independently. Good use is made of classroom computers and the ICT suite to support children's early reading and writing skills. Achievement in both classes is good. The current reception children are likely to exceed the early learning goals for their age by the time they start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Most children in reception count with confidence.
- In the nursery, although children can chant the numbers many have little concept of the relationship between numbers and objects.
- Children's emerging skills are used across a range of curriculum areas.
- Teachers work effectively to develop mathematical vocabulary.

Commentary

44. Teaching and learning are good and as a result children's achievements are good. The children in the nursery and in reception make good progress in their early understanding of number, shape and measure. Many children in reception can handle simple calculations with numbers to five and ten and the more confident are beginning to work with higher numbers. However, most children in the nursery have little concept of the relationship between the numbers they say and the objects they are counting. There is a good range of games and puzzles, specifically designed to support early understanding of number, which are used well. The staff use games and activities effectively to support number work and children are enthusiastic about their lessons. In both the classes, the well-planned use of a range of resources captures and holds children's interest. Their use of mathematical vocabulary is developing. Reception children develop a good understanding of the value of different numbers and can make reasonable estimates of the number of moves a vehicle in a computer game needs to make to reach its target, for example. The current reception children are likely to exceed the early learning goals for their age by the time they start in Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children have good opportunities to explore and learn about their world in the classroom and outdoors.
- Good use is made of computers as a tool for children's learning.

Commentary

45. Teaching and learning are good in reception and in the nursery. Children make good progress in this area of learning because they have plenty of opportunities to experience a wide range of activities. The children are interested in all activities presented to them and make good gains in their learning. They quickly learn to use computers and are developing good control of the mouse. The children learn more about their world by observing, handling and discussing a variety of objects. Adults use questioning well to extend the children's vocabulary and use of language to explain their thoughts and ideas, and to encourage children to think about their world. They are enjoying their current topic of fairy tales. Activities are planned well to support and extend learning through the topic in all curriculum areas in the nursery and reception. For example, children draw maps for the fairy tale characters to find their way to school. Achievement is good. The current reception children are likely to exceed the early learning goals for their age by the time they start in Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers and nursery nurses work together effectively to give children a broad range of opportunities to develop their skills.
- Good use is made of the outdoor environment, but children do not have daily opportunity to develop upper body strength.

Commentary

46. When they start in the Foundation Stage, pupils' physical skills are below those expected but they make good progress and achieve well. This is because of the good quality of teaching and learning. Teachers and nursery nurses carefully plan a variety of activities to enable children to practise their physical skills, using a range of both small and large equipment with developing control and co-ordination. Children enjoy digging in sand, pouring water from one container to another and modelling dough. They develop their fine motor skills through using a variety of tools, including scissors, pencils, paints and crayons as well as construction materials, cutlery and puzzles. They combine and repeat a range of movements, such as tapping drums in a pattern of beats. Achievement is good. Standards are broadly in line with the goals expected of children by the end of reception.
47. The outdoor environment includes a covered play area and small playground which are used well throughout the day. Many activities and games are provided, including climbing equipment, bikes and trucks. The children move around the space with spontaneity and developing confidence. They enjoy being outside and are well supported by the nursery nurses who not only encourage physical play and language development but ensure that children are safe at all times. However, opportunities for developing upper body strength and lung capacity are more limited. Although there are opportunities to climb on the equipment available each day, there are limited opportunities for children to take their weight on their arms. Teachers make good use of opportunities for children to use other apparatus during the course of the week in their physical education lessons, to supplement their daily opportunities. In reception, children are encouraged to join in *Brain Gym* exercises to develop balance and co-ordination.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children learn to work with a good range of materials.
- Computers are used effectively to broaden children's opportunities.
- Imaginative play is encouraged effectively.

Commentary

48. The quality of teaching and learning is good in the reception and in the nursery. Children are given good opportunities to develop their creative skills and imagination, using a wide range of materials, such as paint, paper and glue. Good use is made of simple computer programs for children to draw and make their own pictures and

patterns. All staff work to ensure that there are good opportunities for children to develop their imagination, such as simple construction toys and small world environments, as well as opportunities to dress up and enact different roles. During the inspection, topics of *Goldilocks* in the nursery and *The Three Little Pigs* in reception were used effectively to develop children's imagination. Children in the nursery join in favourite songs, such as *Heads, Shoulders, Knees and Toes*. Reception children explore and learn how sounds can be changed, such as playing cymbals in different ways. They develop a growing repertoire of songs and explore the sounds different instruments make. As a result, children's achievements are good and they are likely to attain the early learning goals expected of them by the time they transfer into Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve very well overall and attain standards that are well above average in all aspects of English at the end of Year 6.
- The monitoring of pupils' work is insufficiently rigorous to identify emerging problems.
- The good overall quality of teaching is particularly effective in supporting pupils whose first language is not English.

Commentary

49. The 2004 national test results for Year 6 show that pupils reached standards well above average and achieve much better than pupils in similar schools. Inspection findings show a similar picture for pupils currently in Year 6. When these pupils first joined the school in the reception class, their overall level of attainment was broadly typical for their age. Consequently, these pupils have achieved very well in English during their time at the school. This achievement is even more commendable when it is considered that a high percentage of pupils do not speak English as their first language. The high standards noted by the previous inspection have been effectively maintained.
50. The national comparative data for the 2004 tests for pupils at the end of Year 2 show that standards in reading and writing were well above average and that the pupils had achieved very well during their infant years at the school. The inspection findings, drawn from the very limited evidence base available, indicate that the high standards achieved in 2004 have not been maintained so far during this current school year and that standards are broadly average.
51. Overall, the standards in speaking and listening are above average and pupils achieve well throughout the school. Pupils are confident and articulate and teachers build on these skills successfully. In lessons, pupils listen carefully to teachers and each other, demonstrating their understanding and interest by asking questions and volunteering clearly expressed comments about what is being discussed. A high percentage of pupils joining the nursery and reception classes do not speak English as their first language. These pupils are well supported by teachers, learning support assistants and by the specialist teachers of English as an additional language. Working together as a team, staff are very effective in helping the pupils to gain a good grasp of the English language at a very early stage in their education.
52. Pupils achieve well in reading and standards are well above average by the end of Year 6. The school successfully encourages pupils to enjoy reading. As a result, they are very positive about reading and are keen to talk about the books they have read. Even pupils in the early stages of learning to read are confident and willing to tackle new and progressively more demanding text.
53. Standards in writing are well above average in Year 6. The school has worked hard and successfully to raise the standards of writing throughout the school. This has been particularly important and effective for pupils for whom English is not their first

language. In the junior classes, work in other subjects is used well to develop the pupils' writing skills. For example, Year 5 pupils studying Cardinal Wolsey as part of a history topic were set targets for both the historical and English content of their written work. Consequently, through their history lessons, the pupils develop their extended writing skills in a relevant and purposeful way.

54. There was very little written work available on which inspectors could base their judgements about the standards attained in writing by Year 2 pupils. Additionally, this limited range of work made it difficult to track the progress of these pupils since the start of the academic year. From a scrutiny of the available Year 2 written work, there are general indications that pupils are making steady progress and achieving standards that are broadly in line with those expected for their age. At the present rate of progress, indicated by the limited examples of work seen, these pupils are unlikely to achieve the demanding targets set for them in this year's national tests for writing. This represents a decline in pupils' performance in writing since 2004 when pupils attained standards well above average.
55. Overall, the quality of teaching is good, ranging from satisfactory to very good. Teaching in Year 1 is consistently very good and effectively moves these young pupils on in their learning at a swift pace. Teaching observed in Year 2 was at least satisfactory; however, the pupils' written work is not being retained, organised or marked as required by school policy and practice. Overall, pupils in the junior years experience high quality teaching. They are challenged well by the work set and, as a result, achieve very well. English lessons throughout the school are well planned and structured and build successfully upon pupils' previous learning.
56. The overall provision for pupils with special educational needs and those for whom English is an additional language is good. Teachers work closely with the team of skilled learning support assistants and specialist teachers to provide very good individual support for these pupils, ensuring that they achieve at least as well as other pupils in the school.
57. Overall, English is well led and managed. Based on the monitoring of teaching, pupils' work and performance data, the co-ordinator has a clear picture of the standards attained and how provision and performance need to be improved. However, the different aspects of monitoring are timetabled to take place at specific times in the school year and do not form a fully integrated part of the day-to-day life and work of the school. As a consequence, monitoring, particularly the scrutiny of pupils' work, has not taken place with sufficient regularity and rigour to identify emerging problems and address them before they have a detrimental effect upon pupils' achievement.

Language and literacy across the curriculum

58. Opportunities for pupils to practise and develop their language and literacy skills in other subjects are good. Throughout the school, emphasis is given to encourage pupils to express their thoughts, ideas and opinions and to listen carefully to those of others. Pupils employ their reading skills well when gathering information in subjects such as history, geography and science. Their work demonstrates that on many occasions they use their skills to produce writing covering a range of purposes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well overall and attain standards that are well above average by the end of Year 6.
- Pupils in Year 2 have good opportunities to practise mathematical skills, but too few written records of their working is kept to monitor their progress in detail.
- Marking of pupils' work does not always give them a clear idea of how to improve.
- Pupils with special educational needs and those with English as an additional language are supported well by teachers and classroom assistants and so make good gains in their learning.

Commentary

59. Results of national tests in 2004 at the end of Year 2 were well above average when compared to all schools. They were also well above average when compared to similar schools on the basis of proportions of pupils eligible for free school meals. The results of tests at the end of Year 6 were well above the national average. They were well above the average for pupils in similar schools based upon their results at age seven. Inspection findings indicate that standards are currently in line with those expected at the end of Year 2. They are well above those normally attained at the end of Year 6. This very good achievement by the end of Year 6 indicates that the high standards noted by the previous inspection have been effectively maintained, although there have been some fluctuations year on year due to differences between individual cohorts.
60. Teaching and learning are good overall. Inspection evidence shows that pupils make a very good start in Year 1 due to the high quality of teaching and their achievements are very good. In Year 2, teaching and learning are satisfactory overall and pupils' achievements are consequently satisfactory. In both classes, pupils have good opportunities to develop skills of handling numbers and devising ways of solving numerical problems. However, in the class for pupils in Year 2 few written records of pupils' work have been kept and so it is difficult to have a clear picture of the progress made by individuals. In the junior classes, teaching is good overall and in the class for the oldest pupils it is very good. These very good lessons have brisk pace and make a very positive contribution to pupils' developing self-esteem as they learn that mathematics is fun. As a result, pupils have good attitudes to their work – "It's my favourite subject and I'm good at it!" Relationships throughout the school are good and teachers and support staff have high expectations of pupils' behaviour and concentration. As a result, pupils from all groups pay good attention and try to do their best in lessons.
61. The school has a good marking policy, which enables pupils to know what they have done well and what they need to improve to reach the next stage. For the pupils in the oldest two classes this is supplemented by a good system of individual pupil consultation, so that pupils and their parents are fully aware of their targets and the next stage they need to work on to improve still further. However, this good system has not been fully implemented in all classes in recent months. In some cases generous praise has been given for limited work and little indication given as to what will make it still better. In these cases pupils' progress slows from good to satisfactory and the very challenging targets that the school has set are unlikely to be met.

62. Support staff work effectively with teachers to help pupils with special educational needs and those with English as an additional language. As a result, these pupils make good gains in their learning and their achievements are good.
63. The leadership and management of the subject are good. Assessment is very good and effective analysis of results is used to focus resources to raise standards further. The school regularly analyses the results of tests and assessments to ensure that pupils from all groups achieve equally and that boys and girls from all groups are fully included in all activities.
64. The co-ordinator has a good knowledge of the standards attained and the performance of different groups. She monitors planning regularly to ensure full coverage of the scheme of work and what aspects each class are focusing on. Staff training has been effectively targeted so that all teachers are aware of the importance of investigative and exploratory work in mathematics, which had been identified as an area for improvement. However, the co-ordinator has not monitored teaching and learning in all classes recently and there are no plans to check work in books until later in the year. As a result, the school was not fully aware of the limited amount of work that was retained in some classes.

Mathematics across the curriculum

65. Numeracy skills are used well in other subjects. Mathematical vocabulary is explained and the focus on understanding mathematical vocabulary and problems expressed as sentences supports pupils' literacy skills. In ICT, pupils create spreadsheets and record the results of their investigations in graphs and tables. Pupils use their numeracy skills effectively to measure and design their models in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teachers have good science knowledge and plan lessons thoroughly.
- Teachers organise work in investigative science well.
- Pupils are encouraged to be independent in their approach to learning.
- Marking of pupils' work does not always give them a clear idea of how to improve.
- The recording of pupils' science work in some classes does not allow pupils to develop their literacy skills well enough.

Commentary

66. Results of the 2004 national tests and assessments showed that pupils' attainment was above average at the end of Year 2 and well above it at the end of Year 6. Inspection findings show that standards at the end of Year 2 and Year 6 above average. A large number of pupils attain above the expected levels in both Year 2 and Year 6. All groups of pupils make good progress as they move through the school, and learn successfully. Small cohorts account for slight variations in standards year on year, but generally high standards have been maintained over the last five years in the junior classes.

67. Teaching and learning are good. Pupils get off to a good start in Year 1 where very good teaching in interesting and challenging contexts engages their interest so that they learn with wholehearted concentration and enjoyment. Good standards are maintained in Year 2, where teaching is satisfactory. In both classes, the teachers' good understanding of investigative science means that all groups of pupils are confident in making predictions, evaluating whether they were right, and in some cases evaluating their conclusions against their predictions. The needs of more able pupils are taken into account in teachers' planning and lesson organisation so that they also achieve well.
68. As pupils move through the junior classes, teaching remains good. It is particularly good at the upper end, where there is some very good practice. Here, each topic is taught very thoroughly and teachers' high expectations of their pupils are not disappointed. Learning covers increasingly complex science concepts in more abstract contexts. Pupils work with good effort and co-operate well in practical work so that they arrive at detailed and accurate conclusions. Their systematic approach to the work helps them to learn well and contributes to good achievement.
69. Throughout the school, pupils are expected to organise themselves, make their own observations and measurements and to think things through in the light of what they have found out. This helps them to become confident in developing an enquiring approach and a scientific way of working, further promoting high standards and good learning. However, in Years 2 and 3, the recording of pupils' work is not good enough and work is accepted that does not reflect the pupils' abilities. This means that neither the pupils nor the teacher has a reliable measure of individual progress from lesson to lesson, and pupils' chances to use their literacy skills for different purposes are limited. The pupils' mathematical development is supported well in science across the school as teachers increasingly plan investigations that require the quantification of results.
70. Assessment of pupils' individual achievement is good. Regular tests and tasks assess pupils' learning so that their progress can be checked. The information gained is used effectively to plan further work and to set reliable targets for the end of Year 6 test results. This ensures that the school's high expectations of high standards are met. However, marking of pupils' work varies in its effectiveness. The very good marking, in some classes, leads pupils' learning forward really effectively. In other classes, it is largely supportive and does not indicate to pupils what they need to do to improve. Leadership and management in science are good. The co-ordinator has ensured that high standards have been maintained even though science has not been a main priority for development. She has an accurate overview of what is going on and supports teachers as well as she can, given the range of her other responsibilities. She has not yet monitored class teaching and this has led to some issues not being addressed quickly enough. However, improvement since the last inspection is good. Teaching has improved overall and pupils' achievement is now good. High standards have been maintained throughout a time of changing national and school priorities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve high standards.
- Teachers are confident in using ICT in lessons.

- There are examples of very good links made with other subjects.
- There is good provision of resources including a new computer suite.
- Whole-school systems for assessing pupils' progress are at an early stage of development.

Commentary

71. Pupils attain standards in line with those expected at the end of Year 2 and above those normally attained at the end of Year 6. Due to good teaching, pupils make good gains in their learning and achievement is good. During the inspection several very good lessons were observed. The school has given this area of the curriculum a strong focus since the previous inspection. As a result, training has had a significant, positive effect on the confidence and skill of teachers in using new equipment, including interactive whiteboards, which are used to good effect in many lessons. Many teachers are now particularly confident and this level of expertise is passed on to pupils effectively. For example, in a mathematics lesson in Year 4, pupils were able to demonstrate to the rest of the class how they worked out the area of various rectangles.
72. Lessons in the computer suite are well prepared and good use is made of the very good level of resources. Teachers use the projector and whiteboard to enhance the quality of lessons and pupils are accustomed to using computers to support their learning. There has been good improvement since the last inspection in standards attained and the quality of teaching, both of which were judged to be unsatisfactory at that time. Overall, good opportunities are taken by teachers to use ICT to support work in other subjects. However, teachers' planning does not always indicate where these links can be made and so some opportunities may be missed. Whole-school assessment procedures are still being developed and as yet have very little data. As a result, they do not yet contain sufficient information for teachers to plan lessons at the right level for individual pupils. In most lessons the task is the same for all pupils, who receive varying levels of support from class teachers, support staff and other adults.
73. Leadership and management of the subject are good and have led to good improvement in the subject. Many new developments are planned and the extension of the information available on the school website is well underway, with older pupils contributing to their own web pages. This has a positive impact on their understanding of the use of ICT as an information tool.

Information and communication technology across the curriculum

74. Information and communication technology is used well to support learning in other subjects and there are good links between literacy and history. For example, pupils in Year 6 use ICT to analyse data and to research information about World War Two. This results in high quality PowerPoint presentations, which they then deliver to the class as a formal presentation. This has a beneficial effect on pupils' speaking and listening skills as well as their reading and writing. There are some links to art and design through effective use of graphics programs and pupils throughout the school use ICT well to support work in mathematics and geography.

HUMANITIES

75. **History and geography** were not a focus for this inspection and were not inspected in detail. One lesson was observed in geography and none in history. It is not possible therefore to form an overall judgement about provision in these subjects. History and geography are taught in alternate terms as separate subjects. The teaching and learning in these subjects are supported well through work in other areas of learning.
76. Pupils' work in **history** shows that the good standards found at the time of the last inspection have been maintained and that pupils continue to achieve well. Pupils' learning is very fully supported and enhanced through the skills developed in other subjects. For example, Year 6 pupils studying the Second World War produced very good PowerPoint computer displays, using material about the war gained from their Internet based research. This work was also linked to learning in religious education and included a visit to the Imperial War Museum. Visits are used well to support pupils' understanding. Year 5 pupils produced work of a high standard following a visit to Hampton Court as part of their study of the Tudor period. This was effectively linked to work in art and design about the design of Tudor buildings.
77. Pupils' work in **geography** is at the levels expected for their ages. This represents an improvement since the last inspection when standards were unsatisfactory. Lessons in geography are well planned and reflect the guidance set out in the school's comprehensive scheme of work. The study of geography, like history, is skilfully intertwined with work in other subjects. Survey work, undertaken by older junior pupils as part of a study of local traffic and transport problems, required them to use skills developed in other areas of the curriculum. For example, interview and report-writing skills were drawn from their learning in English lessons, the development of a database used knowledge gained from their mathematics and ICT studies, and discussions at the school council about the traffic problems drew on their studies in citizenship.
78. The school has in place policies and schemes of work that provide good, effective support for teachers in the planning of pupils' work in both subjects. Learning is structured to help ensure that pupils gain knowledge and skills systematically and progressively as they move up through the school. This represents a significant improvement since the last inspection when this aspect of the curriculum was judged to be unsatisfactory.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The work in religious education makes a major contribution to the very harmonious relationships within the school.
- Pupils make good progress because teachers make the work interesting and relevant.
- The school's thoughtful and sensitive interpretation of the locally agreed syllabus enables the pupils to gain a good knowledge of world religions and to develop a deep respect for the faiths and beliefs of other people.

Commentary

79. Pupils' current and previous work, lesson observations and teachers' planning and records indicate that pupils are achieving standards that are at least in line with the expectations of the Hounslow Agreed Syllabus, with many working at higher levels than expected for their age. Teaching and learning are good, enabling pupils to make good progress and achieve well. This is an improvement since the last inspection.
80. The school's planning for religious education, based on the locally agreed syllabus, provides a varied and interesting curriculum that is particularly relevant for its pupils. The school explores the richness of pupils' backgrounds, cultures and beliefs to good effect. Pupils of all ages engage in celebrating religious festivals such as Eid, Diwali, Easter and Christmas. In a good lesson in the Year 4 class, which was exploring the Hindu faith, pupils from Hindu backgrounds were very willing to discuss their own beliefs and experiences, confident in the knowledge that those in the class of different faiths would show respect for their ideas and views.
81. The school successfully enhances the pupils' understanding of different religions by taking them on a visit to a place of worship of a different faith each school year. Through their studies, the pupils show a growing awareness of the principles underlying each faith, and are beginning to consider their own feelings, beliefs and values. The emphasis on celebrating the cultural diversity of the school community makes a valuable and successful contribution to the promotion of respect for the beliefs of others, leading to a harmonious, tension-free school ethos.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. The school's work in art and design, design and technology and physical education was not a focus of this inspection and insufficient evidence was collected to make judgements on provision in these subjects. In all three subjects statutory requirements are met and the teaching programmes are followed carefully. One lesson in art and design was observed, none in design and technology and two in physical education, both with younger pupils. Pupils' work on display in classrooms and around the school, their sketchbooks and other recorded work were examined in art and design and design and technology. A discussion was held with the headteacher on the range of opportunities offered for physical education and the school's record of participation in local events was looked at.
83. In the work seen, standards in **art and design** match expectations for the pupils' ages. This was also the case in the one lesson seen, where pupils made good progress in understanding the relationships between people in a group portrait by depicting them in a variety of different ways. Sketchbooks are used satisfactorily throughout the school to record observations but not to explore the use of different media or to experiment with style and technique. School art displays include too few

images from different cultures or historical periods or by famous artists in different styles.

84. Work in **design and technology** shows good improvement since the previous inspection. Standards observed are above expectations for all age groups. The work in the pupils' books indicates confidence in the teaching of design and technology throughout the school and good support from the subject co-ordinator. The complete designing, making and evaluating cycle underpins each topic taught and pupils make good progress in these elements, so that in Years 3 to 6 they are making and using scale plans of their designs. From the beginning the pupils plan their work carefully, deciding what materials they need and the steps they will go through in the construction process. The good quality models and artefacts are carefully made and finished and the pupils are thoughtful and honest in their evaluations. Thorough marking by some teachers helps the pupils to recognise what they have learnt and how they can apply this to future projects, although the standard of marking is inconsistent from class to class. Pupils from Year 2 onwards use the Internet confidently to research the background to their products. Links with other subjects of the curriculum are good. For example, pupils in Year 1 link learning in art and design, mathematics and geography to look at homes in the locality, sketch how they are made, and study patterns in the buildings before designing and making their own complex and detailed models in Lego. Pupils in Year 3 write their own stories around the three-dimensional mythical creatures they make in design and technology. These close curriculum links give the work added purpose and interest, which contributes to the good standards.
85. The curriculum for **physical education** has many strengths. The school has worked hard to achieve the Activemark Award in 2004 and in doing so has raised the profile of physical education within the school. Standards were above expectations in the dance lesson seen, and the teaching was very good. The teacher altered the proposed lesson plan because the Cinderella story introduced earlier had captured the pupils' interest so totally. The pupils concentrated hard on moving like Cinderella and the teacher's fluent and interesting narrative encouraged them to interpret the sad mood and rhythm of the music well. While the pupils worked with enjoyment and good involvement in the gymnastics lesson seen, achievement was satisfactory rather than good because the teacher missed opportunities to evaluate the quality of the work and raise expectations. Swimming is an important feature of the physical education programme and pupils are given every opportunity to learn to swim and be confident in the water. A good range of after-school clubs introduces pupils to new sports and gives extra opportunities for pupils to shine at something. Residential visits to outdoor centres further widen the range. The school's involvement in Hounslow Education Action Zone sporting projects has widened the pupils' social experiences considerably and beneficially. Smaller schools have been brought together in competitive and other sporting events and older secondary students visit the school to help with extra 'teaching'. Photographs of school and local events show that dance is an important part of the school's curriculum and makes a good contribution to the pupils' cultural development.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Specialist music teaching has made a strong contribution to raising standards.

- The quality of teaching by class teachers is inconsistent.
- The school has worked hard to raise the profile of music within the school.

Commentary

86. Pupils attain standards that match national expectations in all aspects of the subject seen. This is an improvement since the previous inspection, when standards were found to be below expectations. Pupils' achievement is satisfactory overall. Pupils make good progress as they move through the school when taught by the visiting music specialist who systematically builds up their musical understanding and technique.
87. The previous inspection found that teaching and learning were unsatisfactory in the junior classes. This is no longer the case and teaching and learning are now satisfactory, overall. Pupils benefit from the very good subject knowledge and musicianship of the specialist visiting teacher and his overall good teaching. Pupils respond readily, and with enjoyment, to the high expectations and challenge. They concentrate hard and are keen to participate. As a result, pupils in Years 1 and 2 achieve success in singing a tune from basic musical notation. The teacher uses his voice well to build up the pupils' enthusiasm so that they all want to do well. They sing confidently and with enjoyment. The good range of instruments is used effectively to vary the pace and content of lessons so that they flow well between the musical elements, further contributing to the pupils' good progress. In younger junior classes very good teaching promotes good listening skills. Pupils' reading of simple musical notation is accurate and they follow a regular rhythm correctly. With careful teaching, pupils identify notes on their chime bars and quickly learn the accompaniment to a familiar song. However, when the class teacher takes the music lessons the picture is less positive. In the one lesson seen, teaching was unsatisfactory as the teacher's poor behaviour management skills prevented satisfactory achievement in an excited class, although pupils' recorder playing from conventional musical notation indicated satisfactory teaching in previous lessons. The impact of the specialist teaching has increased some class teachers' confidence to have a go themselves, for example when pupils' own body percussion compositions were used very effectively to sequence a dance motif on wind and thunder.
88. The subject is managed and led well by the headteacher so that music is now an integral part of the school's curriculum. There is a strongly developing musical strand in many aspects of the school's life and work, for example through involvement in borough and school concerts. Extra musical tuition in several different instruments is promoting good individual musicianship. Music played at lunchtimes builds up the pupils' musical experiences. Improvement since the previous inspection is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. The programme for personal, social and health education and citizenship is very good. This area of learning is given high priority throughout the school and is taught with confidence, both through separate lessons and as part of broader topics. The subject has been allocated a good, regular distribution of curriculum time. Teaching and learning are effectively supported by a well-planned curriculum that helps to ensure that the high quality skills gained by the youngest pupils are maintained and developed as they move up through the school.
90. The school recognises the importance of this area of learning and works hard to ensure that the pupils find each aspect interesting and relevant. Awareness of drug abuse and good health are well taught and involve the expertise of external specialists. In addition, the pupils make visits to places of interest that enhance their

understanding of complex issues raised within the subject. Discussions are used well by teachers to help pupils develop a deeper understanding and respect for people of different faiths and cultural backgrounds. During one lesson with the Year 1 class, the pupils discussed what people might consider special about their lives. An interesting and lively discussion, skilfully managed by the teacher, ensured that all pupils had an opportunity to take part and gain a good understanding of the main issues.

91. Many good initiatives, including close co-operation with the local secondary school, current involvement in debating sessions, the Healthy School's Award and the Junior Citizenship Programme for older pupils undertaken in co-operation with the local police, have a positive effect on standards.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
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).