

INSPECTION REPORT

THE MEAD INFANT SCHOOL

Ewell, Epsom

LEA area: Surrey

Unique reference number: 124959

Headteacher: Ms Sharon Walsh

Reporting inspector: Ray Leeke
6634

Dates of inspection: 5th – 8th February 2001

Inspection number: 189313

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Newbury Gardens Ewell Epsom Surrey
Postcode:	KT19 0QG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Linda Staff
Date of previous inspection:	30 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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23483	Gillian Allen	Team inspector	Art and design Design and technology The Foundation Stage Equal Opportunities	
27895	Margaret Skinner	Team inspector	Science Geography History Religious education	How good are the curricular and other opportunities offered to pupils?
24024	Susan Phelps	Team inspector	English Information and communication technology Music	
13101	Michael Kell	Team inspector	English as an additional language Special educational needs	Hearing Impaired Unit

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Mead Infant School is a large, mixed community school with a roll of 340 pupils aged 3 to 7 years. It is located in Ewell close to the boundary with Kingston. The school has a designated nursery with 35 full-time equivalent pupils on roll. It has a unit for the hearing impaired with currently 11 pupils on roll, all with statements of special educational need. Pupils who attend the school come from a mixed variety of backgrounds. The proportion of pupils who are eligible for free school-meals is below the national average. There are 42 pupils on roll from ethnic minority groups and just over half of these speak English as an additional language. Many families are very supportive of their children and prepare them well for school. Attainment on screening in the reception class is broadly in line with the Surrey average, with the exception of the current Year 1 who were below. The proportion of pupils with special educational needs is below the national average.

HOW GOOD THE SCHOOL IS

This is a very good school that gives very good value for money. Since the last inspection, high standards have been maintained and have continued to improve in some areas. In English and mathematics, standards are well above national averages. In music, standards are well above national expectations. Standards in all other subjects are above national expectations. The teaching throughout the school is good, with much that is very good and this has a very significant impact on pupils' learning. The headteacher, supported well by key members of staff and the governing body, provides excellent leadership and management for the school.

What the school does well

- Standards in English, mathematics and music are very good.
- The teaching is consistently good, with much that is very good.
- The leadership and management of the school are very good.
- The school has established an excellent partnership with parents and carers.
- Pupils behave very well and have very positive attitudes to their lessons.
- The inclusion of all pupils, including those with hearing impairments, in the full range of opportunities offered by the school is a strength.

What could be improved

The school has no weaknesses but there are some areas which could be improved even further.

- The planning for longer-term strategies in the school development plan.
- The overview of standards and quality that some subject leaders have of their subjects across the school.
- The arrangements for the timetabling for the use of computers.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 when it was judged to be a popular school where the children are keen to attend and achieve well. Since then, strengths have been sustained and there has been continued improvement in many areas. All the issues identified in the last inspection report have been dealt with. The quality of teaching and learning has improved significantly and very good use is now made of the skills of the support staff. The school has done all that it can to improve the quality of accommodation in the Annex. The school's continued emphasis on literacy and numeracy skills have resulted in continued improvements in these areas. Standards in reading, writing and mathematics have been consistently above national averages over the last three years.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	B	A	A	A	Well above average A Above average B Average C Below average D Well below average E
writing	A	B	B	C	
mathematics	A	A	A	A	

The results in National Curriculum tests at the end of Key Stage 1 in 2000 were well above national averages in reading and mathematics. In writing, compared to all schools, standards were above average and, compared to similar schools, they were average. The school has worked hard to improve pupils' attainment in writing further, particularly the attainment of the able pupils. During the inspection, lesson observations and an examination of pupils' previous work indicate that standards in writing are now well above the national average for most pupils, particularly for the current cohort in Year 2. The school sets itself challenging targets and is generally successful at meeting or exceeding them. In 2000, targets in reading and mathematics were exceeded and the target in writing was only just missed. By the end of the Foundation Stage, children have made good progress across all areas of learning and are on track to attain and, in many cases, exceed the expected early learning goals. Pupils with special educational needs and those with English as an additional language make good progress, and some make very good progress, particularly in English and mathematics. Pupils with hearing impairment make good progress and achieve well. By the end of Key Stage 1, standards in music are very good. In all other subjects they are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very well motivated and want to learn.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school. Pupils are cheerful and polite.
Personal development and relationships	Very good. Pupils demonstrate very good personal responsibility. Relationships are excellent.
Attendance	Good. Attendance levels are above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
good with much that is very good	good with much that is very good	good with much that is very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Ninety four per cent of the teaching is good or better, and 43 per cent of that is very good or excellent. Teachers are skilled, conscientious and know their pupils well. They work very hard to ensure that all pupils succeed in lessons. Teaching is consistently good in all subjects and in each year group but the teaching of literacy and numeracy in Years 1 and 2 and in music throughout the school is often very good. Equality of opportunity for all pupils is given a high priority in the teaching. All pupils are provided

with good quality teaching and learning opportunities and make good progress. The inclusion of all pupils with special educational needs, including those with hearing impairment, is a strength of the school. Able pupils are challenged and extended very effectively in their learning. A particular strength of the teaching throughout the school is the excellent contribution support staff make to pupils' learning. As a result of this high quality teaching, pupils respond very positively to their lessons and make good or better progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Equality of access and opportunity for all pupils is excellent.
Provision for pupils with special educational needs	Very good. The pupils are given high quality and very specialised support that is well managed to enable them to become full members of the school community and benefit from a full curriculum, including taking leading parts in school assemblies.
Provision for pupils with English as an additional language	Good. Support is well targeted and planned to ensure pupils make good and, in some cases, very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral, social and cultural development is very good. Provision for pupils' spiritual development is good.
How well the school cares for its pupils	Very well. There is a secure and caring atmosphere throughout the school and this contributes excellently to the educational and personal support and guidance available to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Clear vision and commitment to raising standards permeates through the school. Teamwork is of the highest quality and expectations are high.
How well the governors fulfil their responsibilities	Very well. Governors are very well informed and know the school's strengths and priorities for development.
The school's evaluation of its performance	Very good. The school is self-critical and has very thorough arrangements to evaluate its performance.
The strategic use of resources	Very good. Resources are well targeted at the raising of standards. Priorities for improvement are carefully costed. Principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The school is well led and managed. • Staff are approachable. • Expectations are high. • Close links with parents. • Teaching is good. 	<ul style="list-style-type: none"> • More information about their children's progress.

The inspection team agrees with the very positive views that the parents express. The team found that the school provided excellent information about pupils' progress. During the inspection, safety arrangements around the Annex were very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In comparison to all schools nationally, results in national tests have been consistently above average in reading, writing and mathematics over the last three years. The results in National Curriculum tests at the end of Key Stage 1 in 2000 were well above national averages in reading and mathematics and above average in writing. The proportion of pupils achieving higher levels was well above national averages in reading and maths, and above average in writing.
2. Results over the last three years show that, in mathematics, well above average results have been maintained consistently. Results in reading improved from above average in 1998 to well above average in 1999 and 2000. Results in writing were well above average in 1998 and above average over the last two years. However, evidence from lesson observation and pupils' previous work during the inspection indicates that attainment in writing is well above average. In science, teacher assessments in 2000 showed that the school's results were above the national average for the number of pupils attaining both the expected level (Level 2+) and higher levels (Level 3+). Overall, these results indicate significant improvements on the last report which stated that pupils attained good standards in English and satisfactory standards in mathematics and science.
3. Pupils with special educational needs make good progress and some make very good progress, particularly in English and mathematics. Pupils with English as an additional language make very good progress. The school also has in place effective measures for meeting the needs of talented and gifted pupils, such as the weekly mathematics sessions for this group. In addition, the school tracks pupils' progress well and collects and analyses data systematically in order to identify if any groups appear to be achieving relatively better or worse than other groups. Generally, there is not a significant difference between the performance of the girls and boys throughout the school.
4. Pupils with hearing impairment make good progress and achieve well. Some pupils make very good progress given their levels of achievement when they enter the school so that, by the age of seven their attainment in areas such as reading, writing and mathematics is in line with that of their hearing peers. Pupils' attainment in speaking and listening is more variable as these skills are more directly affected by the degree of linguistic delay.
5. The school sets itself challenging targets and is generally successful at meeting or exceeding them. In 2000, targets in reading and mathematics were exceeded and the target in writing was only just missed.
6. By the end of the Foundation Stage, children have made good progress across all areas of learning and are on track to attain and, in many cases, exceed the expected early learning goals. Those with special educational needs and hearing impairments are very well supported and are fully integrated into all areas of learning. They make good progress. The school is participating in the Local Education Authority's pilot nursery assessment project, which indicates that the attainment of children on entry to the nursery is mainly in line with the county average. However, recently, children have entered with generally poorer language and social skills. Screening in reception year indicates standards are maintained and children continue to make good progress.
7. Standards in English at Key Stage 1 are very high. Compared with similar schools nationally, the school's performance in reading was well above the national average, while in the writing tests the school's performance was close to the average. The school has worked hard to improve pupils' attainment in writing further, particularly the attainment of the able pupils. During the inspection, lesson observations and an examination of pupils' previous work indicate that standards in writing are now well above average for most pupils, particularly for the current cohort in Year 2. Pupils' attainment in speaking and listening is very good by the end of Key Stage 1. Pupils listen carefully and respond to questions well in lessons. Reading standards are very good throughout the school.

Pupils in Key Stage 1 show a very good awareness of letter sounds and they use this well to work out how to read words that are not familiar to them. The standards of pupils' writing are very good. When pupils enter Key Stage 1, they use joined handwriting and make very good progress in this. Able pupils write at length and produce some very good stories, descriptive writing, poems and instructions.

8. Standards in mathematics in Years 1 and 2 are a strength of the school. Compared to similar schools nationally in 2000, pupils' standards were well above average. Able pupils make very good progress and the proportion of pupils achieving higher levels in 2000 was also well above average. By the age of seven, pupils have good mental recall of addition and subtractions to ten and often beyond ten. Pupils demonstrate an accurate knowledge and understanding of number facts in their calculations. They choose and apply a variety of strategies to solve number problems and check their answers. Pupils measure accurately. They can sort, collect and interpret data in a range of ways. They can name many 2-D and 3-D shapes and describe their properties.
9. Compared to all schools nationally, teacher assessments in science in 2000 for pupils aged seven were above average. During the inspection, lesson observations and an examination of pupils' previous work confirmed that standards are above average overall and well above average for able pupils in Year 2. By the end of Key Stage 1, pupils can identify a range of common materials and know about some of their properties. Pupils are developing a good knowledge and understanding of sound and electrical circuits. Teachers place a strong emphasis on pupils undertaking their own experiments and investigating for themselves in order to develop skills of scientific enquiry. Pupils can observe carefully, collect information and record their observations using scientific vocabulary, graphs, tables and charts. Some pupils are beginning to understand the principle of a fair test.
10. Throughout the school, standards attained in music are well above average. The school provides a good range of musical experiences for its pupils. In particular, the standard of singing is very good.
11. Standards in art, design and technology, geography, history, information and communication technology, physical education and religious education are consistently above national expectations and pupils make good progress.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are very good. This is an area that was also very strong in the last inspection.
13. Those who are under five are happy to come to school and they settle quickly. Many parents have commented about how enthusiastic their children are about coming to school. The children in the nursery are eager to learn. They thrive in the stimulating, caring and secure environment and learn to relate well to others. They listen carefully and respond well to questions. Older pupils sustain their concentration and stay on task well, especially in the literacy and numeracy hours. They listen attentively in lessons and co-operate well, for example, in small group sessions. Pupils are enthusiastic and keen to contribute ideas.
14. The behaviour of pupils in lessons and around the school is very good and parents appreciate the behavioural standards promoted by the school. Pupils understand the school rules and strive to meet the expectations set by them. There have been no exclusions. There is an absence of any form of oppressive behaviour. Teachers and support staff are excellent role models and lead by example. As a result, relationships between pupils, including those in the hearing impaired unit, and staff are excellent.
15. Pupils' personal development is a priority of the school. Pupils have an excellent understanding of the impact of their actions on others. Teachers reinforce developing responsibility through registration and circle time and through asking pupils to complete routine tasks such as collecting the register. Pupils also demonstrate personal responsibility in lessons, for example they are expected to collect and return some learning resources. School visits to local places of interest

also widen pupils' outlook and fosters personal development.

16. Both authorised absence and unauthorised absence are lower than the national average. Punctuality continues to be good and is a further indication of pupils wanting to come to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The teaching and learning throughout the school are consistently good, with much that is very good, and this has a very significant impact on pupils' learning. This is a very good improvement on the judgement made in the last inspection report when the teaching was judged to be sound overall. 94 per cent of the teaching is good or better, and 43 per cent of that is very good or excellent. Teachers are skilled, conscientious and know their pupils well. They work very hard to ensure that all pupils succeed in lessons. Teaching is consistently good in all subjects and in each year group but the teaching of literacy and numeracy in Years 1 and 2, and in music throughout the school is often very good.
18. In the Foundation Stage, the teaching and learning are good or better in 85 per cent of lessons. In 30 per cent, they are very good. All adults in the Foundation Stage work very effectively together. Teachers plan very thoroughly for all areas of learning and use weekly planning meetings to evaluate previous work. They use their observations and knowledge of individual children well to inform future planning. A real strength of the nursery and reception classes is the full inclusion of all children ensuring equal access to a well-organised curriculum. Good records are kept of on-going assessments to track individual children's progress to enable them to achieve well. Classroom assistants are deployed well and provide very good support for all children.
19. At Key Stage 1, the teaching and learning are good or better in 98 per cent of lessons. In 48 per cent of lessons they are very good and, in a small proportion of lessons, they are excellent. The teaching of literacy and numeracy are particular strengths.
20. In all subjects, teachers plan and prepare their lessons thoroughly. They know their pupils well and tasks are matched well to pupils' abilities and interests. This ensures that all pupils are challenged appropriately and make good progress in their learning. It also ensures that pupils sustain interest, involvement and motivation.
21. Equality of opportunity for all pupils is given a high priority in the teaching. All pupils are provided with good quality learning opportunities and make good progress. The inclusion of all pupils with special educational needs, including those with hearing impairment, is a strength of the school. Pupils are provided with good quality opportunities to work as part of the whole class, in small groups or with specialist teachers. Teachers plan carefully to meet the needs of all pupils and, in lessons, pupils are given the support to ensure that they are challenged and make good progress. Improved acoustics in classrooms and the use of radio microphones by teachers ensure that pupils with hearing impairment can be included in the full range of learning opportunities. Pupils with special educational needs are supported very well in their learning.
22. Able pupils are challenged and extended very effectively in their learning. In Year 2 pupils are set in ability groups for mathematics and once a week for writing. This works very well and all groups make very good progress. In Year 2, additional support is provided for able pupils in literacy and numeracy. Pupils who speak English as an additional language are supported well, both in lessons and by specialist support at times. Teachers are sensitive to the preferred learning styles of boys and girls. For example, care is taken in lessons that equal opportunities are given for quieter pupils, particularly girls, to participate in class discussions.
23. The needs of all pupils, including those with special educational needs (SEN), those with hearing-impairment and those who speak English as an additional language, are met well by teachers and support staff. These pupils have equality of access to all the opportunities and experiences that the school offers. As many of these pupils have special needs related to poor literacy skills, there is a very strong focus on learning communication skills. Teachers' work is very well supported by the

SENCO, a trained assistant and staff from external agencies, such as the speech and language therapist and the peripatetic teacher from the English as an Additional Language Service. She provides a very effective input into school on two levels, teaching individual children and groups of children and working jointly with teachers to ensure a common approach within the classroom. Collaborative work of this nature has a significant impact on the achievements and progress of pupils as they are able to take full advantage of what the school has to offer by becoming more effective learners.

24. Very high quality teaching was seen in a number of lessons during the inspection. For example, a group of six-year old boys made good progress in their understanding of number as they practised counting back before beginning work on subtraction. When working with the whole group, the class teacher used questions targeted at individual pupils skilfully to assess their understanding and to maintain concentration and attention. Individual work was equally well supported by the learning support assistant, who was well briefed by the class teacher and, therefore, able to work very effectively with pupils using a mathematics' program on the computer. Similarly, the effective use of new technology and other resources motivated deaf pupils in a literacy session when they recalled and discussed making sandwiches the previous day. This activity was particularly appropriate as it was related to the big book they had been reading. Photographs that had been taken with a digital camera were used very effectively as pupils were required to sequence the events and then to write short captions above each picture. As this activity followed on from previous work, it was relevant to the pupils and their interest was apparent as they made very good progress in their speaking, listening, reading and writing skills.
25. A particular strength of the teaching throughout the school is the excellent contribution support staff make to pupils' learning. They are deployed very effectively to meet the needs of small groups or individual pupils. They work hard to ensure that pupils succeed and take a genuine delight in their successes. They are knowledgeable and skilled and make a considerable contribution to the progress made by all pupils in the school.
26. Teachers have a very good knowledge of the subjects they teach. They have appropriately high expectations of their pupils, both in terms of the progress they will make and of their behaviour. Very high expectations are particular strengths of the very good and excellent lessons observed. Teachers' good subject knowledge is particularly apparent in literacy and numeracy lessons. The headteacher is a Leading Literacy Headteacher and the senior teacher is a Leading Literacy Teacher. The National Numeracy Strategy and the National Literacy Strategy have been implemented very successfully in the school. Teachers are confident and skilled in teaching literacy and numeracy and lessons are well structured. In particular, teachers are skilled in using questioning to challenge pupils, to assess their learning and to encourage pupils to think hard: for example, "Can you think of a better way of saying that? How did you arrive at that answer? Can you think of two other words that mean the same? Who can help this group? What have we learned then?"
27. Pupils respond very positively to their lessons. They involve themselves very well, work very hard and behave very well. In the best lessons, pupils demonstrate impressive levels of independent learning for their age. They understand what they are doing, how well they have done and what they need to do next to improve. For example, some pupils are developing good evaluative skills in physical education lessons. They can identify what movements are of good quality, why and what needs to be done to improve the quality of the movements further. Relationships in the classroom provide a confident and positive atmosphere in which pupils can acquire new knowledge, develop ideas and increase their understanding.
28. From the reception classes onwards, pupils are given a small but appropriate amount of homework each week and this is used appropriately to reinforce and extend the work done in class.
29. In the last inspection report, key issues were:
 - increase the teachers' range of skills to develop further the teaching and learning;
 - review the deployment of staff to maximise the use of their skills;

- inconsistent behaviour management.

There has been very good improvement in all these areas.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

30. The school provides a very good quality and range of learning opportunities for all pupils. This has a very positive impact on pupils' learning.
31. The quality of learning opportunities provided for the children in the Foundation Stage is very good. There is a very good range of interesting and challenging activities and experiences planned which helps most children achieve or exceed the early learning goals by the end of the Foundation Stage. Children are given very good quality, first hand experiences, with a strong emphasis on talk and the development of independence for the pupils. Well-planned play opportunities are a key feature of the curriculum.
32. The curriculum for Key Stage 1 is broad, balanced and relevant. It includes good provision for pupils' personal, social and health education through specific lessons in this area, through circle time and through other areas of the curriculum such as science and physical education. The statutory requirements of the National Curriculum, religious education and sex education are met fully. The curriculum is taught through a mixture of separate subjects and a topic based approach. It is well organised, meets the needs of the pupils well and very effectively supports pupils' progress through the key stage. The school has implemented the National Literacy and Numeracy Strategies very well. This has had a significant impact on sustaining and improving high standards in literacy and numeracy throughout the school.
33. Equality of access and opportunity is given a very high priority by the school and, overall, is a strength of its provision. The pupils with special educational needs, including those from the Hearing Impaired Unit, are given high quality and very specialised support that is well managed to enable them to become full members of the school community and benefit from a full curriculum, including taking leading parts in school assemblies. Provision for pupils with English as an additional language is good, support is well targeted and planned to ensure pupils make good and, in some cases, very good progress. The peripatetic teacher is skilled and knowledgeable and has led the training of teachers in the subject. The planning and assessment of pupils' attainment is overseen by the SENCO.
34. Provision for pupils' spiritual development is good overall. Acts of collective worship and religious education make a good contribution to pupils' spiritual development, providing times for pupils to reflect on stories and their meaning and to explore their inner feelings and beliefs. A lighted candle in assemblies encourages quiet reflection. Some opportunities are made to promote spiritual development in other areas of the curriculum, for example, in responding to music. However, these opportunities are under-developed on occasions.
35. Provision for pupils' moral, social and cultural development is very good. Pupils know and understand the difference between right and wrong. Class rules are displayed in every classroom. They set high expectations of pupils' behaviour. A strong emphasis is placed on achievement. Effort and success are celebrated and rewarded by the whole school in the achievers' assembly or through certificates and praise. Pupils play and work together very well. They show sensitivity to the needs of others, supporting a new class-mate, for example, or collecting for various charities. The idea of the "Mead Family" reinforces the emphasis placed on good quality relationships. Pupils are given very good opportunities to develop their knowledge and understanding of their own culture through the curriculum, for example through literature, music and dance. They also have very good opportunities to learn about other cultures. For example, they learn about Jewish and Muslim religions in religious education and in history and geography they learn how other cultures develop in different locations and at different times. A range of other languages is used to greet pupils in

assembly. Parents have been employed in making labels and notices in a range of languages and these are displayed prominently around the school. Korean parents have led an assembly informing pupils about their culture and have mounted a display of their national dress.

36. The school provides a very good range of extra-curricular activities. These are well attended and include skipping, gymnastics, mini-moves (dance), uni-hoc and French.
37. The quality of the curriculum is enhanced by visits to the local church and to the immediate environment of the school. In addition, the school makes good use of visitors to the school who have included the police, fire and road safety service and a City Farm.
38. Relationships with the main receiving junior school are good and this ensures very good transition at the end of Year 2 for the pupils. The school has developed very good links with the Roehampton Institute and initial teacher training students are placed in school regularly, as are students on work placements from the Trident Scheme, NNEB and CASH students and trainee teachers of the deaf. These opportunities enrich the learning opportunities for the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The Mead is a very caring school. All members of the school community are valued and respected. The school treats the safety and welfare of pupils as a priority and this is an area that has continued to be a strength since the last inspection. All teachers know their pupils well and are very sensitive to their needs. In particular, parents report that they are very pleased with the care given to pupils of the hearing impaired unit. There is a secure and caring atmosphere throughout the school and this contributes excellently to the educational and personal support and guidance available to pupils.
40. The school has very good arrangements for ensuring the general health and safety of pupils. Many of the staff have received advanced training in first aid and appropriate arrangements for the administration of medication and first aid are in place.
41. Child protection arrangements are viewed as a priority and all staff have annual training on the procedures to follow. The headteacher has received appropriate training and attends the case conferences of those pupils on the At Risk Register. Attendance registers are marked carefully and comply with statutory requirements. There is rigorous monitoring of attendance and any cases of unexplained absence are carefully followed up in accordance with the attendance policy.
42. There are very good procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour. The school has a very detailed behavioural policy and has invested considerable time and attention to developing the policy and ensuring its consistency of use across the school. The policy is understood by pupils and by teachers who recognise, praise and encourage good behaviour through positive rewards.
43. The schools' monitoring of pupils' personal development is very good. Personal, social and health education is well delivered through assemblies, circle time and religious education. The class teacher keeps records of development and these comments form the basis of the annual report. The school is very good at acknowledging pupils' achievements, both academic and personal, through assemblies and displays.
44. Procedures for assessing pupils' attainment and progress are very good. From the children in the nursery through to those in Year 2, a full range of assessment criteria is used to assess attainment and progress. For example, in the Foundation Stage, pupils undergo careful screening. Through careful analysis of the results teachers are able to identify pupils who have special educational needs and target support for them accordingly. In Key Stage 1 pupils are also carefully assessed in English, maths and science. Assessment is very well used to guide planning and for setting of pupils in Year 2. Very good assessment also contributes to the clear individual targets set for pupils throughout the school. These comprehensive records on pupils' attainment provide clear

evidence of pupils' progress as they move through the school.

45. The school's commitment to being educationally inclusive is reflected in its very good arrangements for assessing pupils' SEN and monitoring their progress. Pupils with potential SEN are identified through screening tests, progress tracking sheets, target setting and teachers' assessments. Once pupils have been identified, Individual Education Plans (IEPs) are used to target specific areas for development. These plans are generally of good quality, although some lack specific criteria against which achievement can be measured. However, termly reviews of the plans are detailed and comprehensive and information is used well to produce the next plan. The school's practice reflects the national guidance in the Code of Practice and statutory requirements are met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has an excellent relationship with parents and this outstanding feature has a very beneficial effect on pupils' education. This is an area that has continued to be a strength of the school. Parents were very supportive of the school at the parents' meeting. Parents' positive opinions of the school are well justified, as they are welcomed into the 'Mead Family' from the beginning of the nursery class. There are home visits for new children in both the nursery and reception classes, as well as pre-school meetings that provide parents with a clear indication of what their child will be doing in class and areas that parents can develop with their child. The headteacher is very approachable and her regular presence in the playground at the start and end of the day enables parents to discuss any minor concerns.
47. The information provided by the school is also excellent. There are numerous informative newsletters and, in addition to these, there are curriculum letters that provide parents with a clear indication of the curriculum that will be covered in the coming term. The school has also produced both literacy and numeracy newsletters, which give clear guidance about expected levels of achievement at the end of each year group. The excellent and regular parents' Forum led by the headteacher provides information on many aspects of school life and parents can request further information on a huge variety of subjects. Information is clearly disseminated via class representatives. There are also very successful parent workshops that are well attended and cover a range of subjects including literacy, numeracy, assessment and writing. These workshops are led by the headteacher and deputy headteacher and provide good quality professional support and advice to parents on strategies to use to support their own child's development. All these initiatives, together with the home-school agreement, enable parents to work very effectively with their children, thus providing an excellent contribution to learning at home. The homework policy is clear and arrangements for homework are consistent. There are excellent opportunities for parents to find out how their child is progressing. Parents are able to attend three parents' evenings a year; the third is offered after the report has been sent. Reports are a valuable tool to both parents and pupils as they provide a comprehensive analysis of a pupil's strengths, as well as identifying individual targets. There are regular parents' questionnaires that consistently monitor parents' opinions culminating in an exit poll for the parents of Year 2 pupils.
48. The parents of pupils with special educational needs are extremely supportive of the school. The school involves and informs parents very well about its work, their children's targets and progress through meetings, reports and other contacts. Parents of pupils who attend the hearing impaired unit have close liaison with the head of the unit. As well as the formal liaison, there are many informal lines of communication and parents are regularly phoned by staff or contacted through the home-school book. These initiatives ensure that parents and teachers are very well informed.
49. Very many parents demonstrate their commitment by helping in school. It was a particular feature of the inspection that all classes benefited from the help of parents. Help is well directed and parents are given a booklet detailing the activity and group to help for each session. The result of this is that parental help in school is very well used and focused. The school is fortunate to have help in many areas including reading, computer skills, story telling, the library, art, design and technology, as well as in the numeracy and literacy hours. A group of parents from Korea also

provide a very useful contribution. They explain the Korean culture and also help make resources. In addition, parents demonstrate their support for the school through the extremely successful Parents' Association. This organisation organises a huge range of events for both adults and children. The organisation has raised over £12,000 in the last 18 months and the money has been used for buying learning resources for pupils at the school. The involvement of parents in the work of the school has a very beneficial impact on the quality of pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher, supported well by key members of staff and the governing body, provides excellent leadership and management. She is particularly skilful at developing and supporting teams which have a common purpose, explicitly stated in the school's aims: a commitment to high standards and good relationships for all pupils and staff. The headteacher has been very successful in creating a positive climate in the school where second best is not good enough. The school is effectively self-critical, knows its strengths well and identifies appropriate areas for future development. It sets itself challenging targets for sustaining high standards or continuing to improve in areas where improvements can be made. The headteacher's clear vision and commitment to raising standards permeates throughout the whole school and results in consistently good and better teaching and learning for the pupils.
51. The governing body makes a substantial contribution to the success of the school. Well led by the chair and vice chair, governors undertake their monitoring role conscientiously. They are very well informed and know the school's strengths and priorities for development. A particular strength of this work is the Data Group which analyses the school's performance data. It is chaired by a well informed parent governor and includes staff and governors. Very good use is made of screening and test information and the performance of all groups of pupils is monitored effectively. Appropriate targets are set and the school takes the necessary action and reviews progress towards them. The governors work very well with the school and many are directly involved in its daily life. They support the headteacher and staff fully, but are also appropriately questioning, for example in issues of future target setting and improvement planning.
52. The headteacher is supported well by the deputy headteacher and other key teams, particularly the senior management team and year leaders. They each play important roles in supporting the drive for continued improvement, particularly by supporting other colleagues and developing their professional skills. A strong emphasis is placed on achieving consistently high quality teaching. Arrangements for monitoring and evaluating the teaching are systematic and rigorous. Pupils' performance and the quality of teaching are evaluated regularly, and support and training is provided where it is needed. Outcomes from the monitoring inform the target setting within the school improvement plan, as well as targets for teachers as part of the Performance Management cycle. The school takes very effective action to achieve these targets. A high priority is given to the professional development of staff and thorough Performance Management arrangements are in place.
53. Subject leadership is generally effective, although some of the teachers are new to their subject. They are beginning to manage these well. In some areas, such as information and communication technology, literacy, mathematics and assessment, for example, co-ordinators have a good whole-school overview of standards and quality. In some subjects, however, co-ordinators have not yet had the opportunity to develop this overview. Strengthening further this role for new subject leaders has been recognised as an area for further development by the school.
54. The headteacher, senior staff, and governing body are committed to the principles of inclusion and equality of opportunity for all pupils. All pupils, including those with hearing-impairment and those who speak English as an additional language, have equality of access to all the opportunities and experiences that the school offers. This can be seen in the school's day-to-day practice in the classroom. The special educational needs (SEN) co-ordinator is particularly active in this respect. She is not class based and is, therefore, able to support pupils in mainstream classes and on a withdrawal basis, as well as teaching specific groups of pupils with language difficulties. The very

high quality of the school's SEN provision is maintained through careful monitoring. The governor responsible for SEN spends time in the school each week and she has also been active in governors' formal monitoring of the provision. The headteacher and senior staff evaluate the impact of teaching in raising the achievement levels of pupils with SEN through their programme of classroom monitoring. Finally, the programme of staff in-service training for the current school year includes talks from representatives of a number of the local authority's support services; educational psychology, learning and language and English as an additional language. Training such as this for all staff is important in helping the school to translate its inclusive principle into classroom practice.

55. The school improvement plan is very ambitious and has a large number of priorities. Nevertheless, it works effectively in practice. Priorities identified in the plan are carefully costed and the plan is evaluated thoroughly at the end of the year. Because the plan covers only a one-year period, more detailed planning for longer-term priorities are not identified. The school should extend the time span of the school improvement plan to include the planning for longer-term strategic goals.
56. The school's finances are very well managed. The school works very hard to make best use of the money it receives, including specific grants and additional funding. For example, funding allocated for pupils with special educational needs is used well. The school ensures that it is used for its designated purpose and that the outcomes of the expenditure match the objectives: that is, pupils with special educational needs make good progress in their learning. Day-to-day administrative management and financial control are very good.
57. Principles of best value are applied very well. Spending decisions relate well to the school's improvement priorities. They are informed by a detailed analysis of the school's performance which includes comparisons with other schools. Purchase procedures ensure that very good value for money is obtained. The school regularly seeks the views of parents about school issues. This includes the use of questionnaires. The school has appropriately invested significant resources on targeted professional development for staff. It regularly evaluates the impact of this investment on pupils' learning, seeking to justify that resources have been used effectively.
58. The number, qualifications and experience of teachers and support staff match very well the demands of the curriculum and this has a very positive effect on the quality of teaching throughout the school. Support staff are skilled and make an important contribution to the success of the school. Roles and responsibilities are understood well and a high priority is placed on the recruitment, induction and professional development of newly qualified as well as experienced staff.
59. The school has a very good range and quality of learning resources in all subjects. These are generally used well by the pupils. Parents work hard and raise significant sums to enhance resources in the school. The school has at least one computer in each classroom. Although computers are generally used well, access to computers can be limited for some pupils on occasions. The school is considering the development of a computer suite to establish a more systematic approach to the timetabling of computer use for all pupils.
60. Overall, the school makes very good use of its accommodation which is now adequate and enables the curriculum to be taught effectively. In the last inspection report, the Annex was judged to be substandard and the resulting key issues for the school were:
 - to press for a replacement of the canteen and, in the meantime, consider alternatives to its use;
 - press for the replacement of the Annex or consider improvements;
 - improve the general acoustics of both the Annex and the main building.
61. Without replacing the Annex completely, it is hard to identify what more the school could have done to address these issues more effectively. The kitchen has been moved and pupils eat lunch in the school hall. Considerable efforts have been made by the school community to have the Annex replaced. The school has worked extremely hard to improve the acoustics through, for example, additional wall coverings, curtains and carpeting. In addition, staff work very hard to make the

learning environments attractive and stimulating with high quality displays of pupils' work. Improvement by the school in these areas is excellent.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no significant weaknesses but there are some continuing areas of development that could be improved even further. The school should:

- (1) extend the time span of the school improvement plan to include the planning for longer-term strategic goals (paragraph 55);
- (2) continue to strengthen the role of some subjects leaders by enabling them to gain an overview of standards and quality across the school in their areas of responsibility (paragraphs 53, 103, 108, 113, 117); and
- (3) improve the arrangements for the timetabling of the use of computers (paragraph 127).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	39	53	4	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	35	305
Number of full-time pupils known to be eligible for free school meals	2	19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR –Y2
Number of pupils with statements of special educational needs	1	11
Number of pupils on the school's special educational needs register	2	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.32
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	45	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	38	39
	Girls	43	43	45
	Total	83	81	84
Percentage of pupils at NC level 2 or above	School	97 (95)	94 (93)	98 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	40	41
	Girls	43	44	43
	Total	81	84	84
Percentage of pupils at NC level 2 or above	School	94 (93)	98 (94)	98 (95)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	4
Pakistani	2
Bangladeshi	1
Chinese	2
White	222
Any other minority ethnic group	19

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	21.6
Average class size	26.4

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	294

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	3
Total aggregate hours worked per week	73.5

Number of pupils per FTE adult	25.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	575,600
Total expenditure	579,796
Expenditure per pupil	1,652
Balance brought forward from previous year	18,722
Balance carried forward to next year	14,526

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

340

Number of questionnaires returned

223

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	0	1	0
My child is making good progress in school.	63	33	1	0	3
Behaviour in the school is good.	54	40	2	0	3
My child gets the right amount of work to do at home.	45	40	5	0	10
The teaching is good.	68	30	0	0	1
I am kept well informed about how my child is getting on.	42	43	10	1	3
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	62	33	2	0	3
The school works closely with parents.	66	31	2	0	0
The school is well led and managed.	76	23	0	0	0
The school is helping my child become mature and responsible.	55	40	2	0	2
The school provides an interesting range of activities outside lessons.	36	31	7	3	23

Other issues raised by parents

Transfer to the junior school is well managed.

Some parents were concerned about safety around the Annex, in particular that gates should be locked.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Children are admitted to the nursery in the September following their third birthday and enter the reception classes either part-time or full time the September following their fourth birthday. There are currently 71 children in the nursery and 82 children in reception classes. Around a third of the children enter the Reception Classes not having attended the Nursery. The quality of learning opportunities provided for the children is very good. There is a range of interesting and challenging activities and experiences planned which cover all areas of learning. The teaching in the Foundation Stage is good overall, with very good features. This has a positive impact on children's learning. Children achieve well. Those with special educational needs and hearing impairments are very well supported and are fully included in all areas of learning. They make good progress.
63. The school is participating in the Local Education Authority's pilot nursery assessment project, which indicates that the attainment of children on entry to the nursery is mainly in line with the county average. However, recently, children have entered with generally poorer language and social skills. Screening in reception year indicates standards are maintained and children continue to make good progress. Children are on line to meet and, in many cases, exceed the early learning goals in all areas. There is no significant difference in the achievement of boys and girls.

Personal, social and emotional development

64. By the end of the Foundation Stage, children have made very good progress in their personal, social and emotional development and are achieving well above the expected levels of the early learning goals. This shows very good achievement and reflects the good teaching in both nursery and reception classes. Children are confident and friendly and have very good relationships with adults and, as they move through nursery to reception, are developing good relationships with each other. In the nursery, children are learning to co-operate, share and take turns. For example, they take turns with the knife when buttering their toast. They sometimes play alongside each other rather than with one another but, at other times, choose an activity, such as the role-play area, to play together. In reception classes, children listen well, are attentive and are able to sustain concentration. Children have a very positive attitude to school. They are enthusiastic about what they do and are proud of their achievements. Their behaviour is very good, due mainly to the very good behaviour management skills of teachers.
65. During the Foundation Stage, children develop independence and the ability to make choices. They are able to work co-operatively, for example, when using the computer. They are also developing an understanding of their own feelings and the feelings of others, for example, showing consideration and kindness when a child falls over during outdoor activities. When sharing the big book, 'Who's in the Shed?', children could suggest that the animals might feel scared or worried when trying to see who was in the shed. During a lesson on what makes a good friend, children are developing a good understanding of friendship. They can describe experiences of when they had a good friend, who 'looked after me when I fell over,' for example. They are also able to reflect on whether they are a good friend, or are prepared to share with others.

Communication, language and literacy

66. Children achieve well in communication, language and literacy. The majority are on line to meet or exceed the early learning goals by the end of the Foundation Stage. Nursery children are developing their speaking and listening skills. They talk confidently to known adults in the area but are more reticent with unknown adults. They listen well when working with an adult. Teachers and classroom assistants provide good support for those with poorer language skills and hearing impaired pupils. Children in reception classes speak clearly and with confidence in a range of situations. In a lesson on friendship, pupils in a circle are able to speak only when they hold the

'special' shoe. They listen attentively when it is not their turn and when they hold the 'shoe' most speak clearly and audibly. Often, the girls seem more articulate, the boys a little more hesitant.

67. In the Nursery, children are encouraged to share books with an adult in a cosy book corner. They listen to stories with interest and are able to ask questions about the pictures. Higher attaining children are able to use picture cues to 'tell' a story, predict what might happen next, know print tells the story and are able to identify a few letters and sounds. During the Foundation Stage, children develop an increasing knowledge of letter sounds and interest in books. In reception classes, high attaining children show an understanding of character and sequence of events in a story. They are able to read a simple text, recognise many words and when reading aloud, employ their knowledge of sounds to decode as well as use picture cues. Average children know individual letters and the sounds they make, they read simple key words but need help. Lower attaining children identify many letters, read a few words and use picture cues mainly to decode. Children are encouraged to take reading books home daily. Teachers keep good reading records.
68. Throughout the Foundation Stage, there is evidence of children's progress in writing. Nursery children draw pictures on cards, starting to make marks and shapes for letters. One child is sending her card to her brother. She is able to say his name begins with "al" and uses emergent writing to 'write' his name. Higher attainers in reception are able to spell simple key words, write their own names and captions and form letters independently, many formed with correct orientation. Average children are happy to 'write' but letters are not so well formed. Words are attempted with some sound links. Lower attaining children make very good progress in understanding of initial sounds. They show evidence of progress from marks to some 'letter like' shapes to attempts at correctly formed letters. Children are making their own big books, for example 'Who's in the Barn?' They know what a question mark is and why it is put at the end of some sentences. Children 'write' out customer's orders in the class café.

Mathematical development

69. Children are on track to achieve and exceed the early learning goals in the mathematical area of learning. Teachers set high expectations and plan carefully for different abilities. This has a positive impact on children's learning. In the nursery, children are developing an understanding of language connected with number, size and shape. They are able to compare sizes, identifying small, smaller and smallest. When making toast, children know that the toast is a square and some children know that if the toast is cut corner to corner it makes triangles and if from side to side it makes rectangles. Children sing number rhymes and count everyday objects. They understand "how many?" More able children are able to identify objects in larger numbers up to 7. They enjoy what they are doing and learn through play activities.
70. In the reception classes children are using the language of adding and subtracting and developing an understanding of the process. They are able to relate addition to combining two groups of objects and subtraction to taking away. They understand simple graphs about their favourite animals and use 1p coins in the class café to pay the 'waitress' for food and drink they have ordered. They use the computer within the classroom to reinforce their counting skills. Higher attaining pupils learn numbers 1 to 10 and are able to write these numbers accurately. They are able to find many different ways of making 9. Average children work on numbers 1 to 10 with support, can add 2 single digits to 5 and find different ways to make 7. Lower attaining children develop counting skills and find work more challenging, but, with support, make good progress with numbers up to 5. The very good support given by teachers and assistants enable children with special educational needs and hearing impairment to make good progress.

Knowledge and understanding of the world

71. Progress in Knowledge and Understanding of the world is good and children achieve above expected levels. Children arrive at nursery very enthusiastic and excited, for example, to see the table set with zoo animals in the small world area. The boys are interested initially but some girls join the boys during the morning. Most children are able to name the animals there and know some of their characteristics, such as crocodiles bite. Children learn about crossing the road safely

and practise walking across the pedestrian crossing. They know that bread is made from flour and that soft white bread changes to brown and is hard when toasted. They enjoy learning about toasting bread and 'feel very grown up'. When playing with jigsaws, they recognise that people in different clothes may come from different countries.

72. Throughout the Foundation Stage, children are confident in using the computer. They are able to use the mouse effectively, select from a menu and work on simple rhyming, sequencing, phonic and number programmes. When making a scarecrow to frighten away birds children use glue sticks and realise that more glue is needed to stick eyes on lighter fabric than is needed for heavier material. Children use a magnifying glass to look at different fabrics to predict which one they think will be best for mopping up water. They are developing an understanding of a fair test through the skilful questioning strategies of the teacher.

Creative development

73. Children make good progress in creative development and are in line to achieve and exceed the early learning goals. Good teaching and effective questioning strategies encourage children to develop their imagination and use their senses to investigate and explore. Children in the nursery are curious and interested to discover, for example, what is in the feely balloons. They feel and discuss a range of possibilities, giving reasons for their choice. Great excitement is shown when the teacher reveals the contents. When playing in the 'hospital' area, children act out the part of the nurse or ambulance driver. A three-year-old girl explains that she is in the doctor's surgery and is the doctor. Children have a growing awareness of colour and develop increasing control with a paintbrush, adding detail to paintings of themselves.
74. In the reception classes, children listen to a variety of music, sing with actions and use and name percussion instruments. They learn appropriate musical terminology such as "composer" and "notes". They are enthusiastic and enjoy singing and clapping to rhythm. Children copy simple clapping rhythms and clap to the rhythm of syllables in animals' names. They can use a chime bar to play the syllables in their names. Higher attaining children can talk about how they feel when listening to the music. Children use role-play with confidence, for example when in the Corner Café or Farm Tea Shop. They are customers or waitresses and, with adult support, sustain the role. Children have used pudding paint and fingers to create some attractive sunflower pictures in the Van Gogh style.

Physical development

75. In physical development, children are on line to achieve and most to exceed the early learning goals for this area. Activities are well-planned and practitioners have a good knowledge of children's development. This enables children to make good progress. Children are provided with many opportunities to handle small items, such as pencils, paintbrushes and scissors. Their manipulative skills are developing well. Nursery children using the slide have good spatial awareness. They are able to climb the steps with ease. Children using the larger climbing equipment move confidently with good control and co-ordination. Reception children generally move around the hall with an awareness of space and each other. They show increasing control and co-ordination when throwing bean-bags into a hoop. They are able to change their clothes independently. Good quality feedback by the teacher on the quality of movement, together with effective use of praise and encouragement, ensure that children make good progress in their learning. Teachers set high expectations and children respond by achieving well. Assistants provide good support for hearing impaired pupils.
76. All adults in the Foundation Stage work very effectively together. Teachers plan very thoroughly for all areas of learning and use weekly planning meetings to evaluate previous work. They use their observations and knowledge of individual children well to inform future planning. A real strength of the nursery and reception classes is the full inclusion of all children ensuring equal access to a well-organised curriculum. Good records are kept of on-going assessments to track individual children's progress to enable them to achieve well. Classroom assistants are deployed well and provide very good support for all children.

77. Links with parents are extremely good. There is a good induction programme for new parents and their children to ensure that their learning during the Foundation Stage is happy and successful. Through parents and children visiting the school and the opportunity to receive a home visit from staff, children generally make a confident start to school. The nursery nurse is on hand to greet parents every morning. Parents are encouraged to bring their children into the nursery and establish them at an activity they enjoy. There are very good relationships with parents who support their children well in learning. Parents' workshops, open evenings and newsletters keep parents very well informed.
78. There have been good improvements since the last inspection. The quality of teaching has improved and good efforts made to address the issues of accommodation and outdoor provision. A new play space has been created for the younger children. The Annex is still not the ideal accommodation for young children. However, the acoustics have been improved with lowered ceilings, new curtains and carpets. A new changing and shower area has been installed to meet the needs of the youngest and disabled children.

ENGLISH

79. Standards in English at Key Stage 1 are very high. The teaching of English is very good and this results in all pupils making very good progress in their learning. This is a very good improvement since the last inspection.
80. Compared to all schools nationally, national test results in 2000 for pupils aged seven were well above average in reading and above average in writing. When compared with similar schools, the school's performance in reading was well above the national average, while, in the writing tests, the school's performance was close to the average. The overall trend in the school's results in reading since 1997 shows sustained improvement, both in comparison nationally and with similar schools. Since 1997, scores in writing tests have been consistently above national averages but remained broadly similar over that period. The school has worked hard to raise pupils' attainment in writing further, particularly the attainment of the able pupils. During the inspection, lesson observations and an examination of pupils' previous work indicate that standards in writing are now well above average for most pupils, particularly for the current cohort in Year 2.
81. There are no marked differences in the performance of boys and girls. Pupils with special educational needs make very good progress. Pupils with hearing impairment are included very well in English lessons. They make good progress and achieve well. Some pupils make very good progress given their levels of achievement when they enter the school so that, by the age of seven, their attainment in areas such as reading and writing is in line with that of their hearing peers. Pupils' attainment in speaking and listening is more variable as these skills are more directly affected by the degree of linguistic delay. Pupils with English as an additional language make very good progress.
82. Pupils' attainment in speaking and listening is very good by the end of Key Stage 1. Pupils listen carefully and respond to questions appropriately in lessons. They respond very well to variations in tone of voice. Pupils can sustain concentration and some able pupils are beginning to express their views and thoughts confidently. Evidence in classes, and during assemblies, indicates that pupils are keen to take up opportunities to speak to larger audiences.
83. Reading standards are very good throughout the school. Pupils in Key Stage 1 show a very good awareness of letter sounds and they use this well to work out how to read words that are not familiar to them. Pupils' learning in this area is supported well by teachers focusing on the 'sound of the week'. Able pupils read very accurately and fluently, with very good understanding and expression and obvious enjoyment. Many average ability pupils achieve similar levels of accuracy but not with the same understanding or expression. Some lower-attaining pupils have difficulty with comprehension, though most make very good progress over time. All pupils have the opportunity to read to adults in the school and take books from the reading scheme home regularly, and most do

so daily. The 'yellow book' records what the pupil has read and both teachers and parents record comments on pupils' achievement and enjoyment.

84. The standards of pupils' writing are very good. When pupils enter Key Stage 1, they use joined handwriting and make very good progress in this. There is evidence that it is used equally effectively, both in English and in other subjects. Higher-attaining pupils are able to write at length and produce some very good stories, descriptive writing, poems and instructions. Pupils of average ability write stories and accounts of events well, using punctuation accurately. Handwriting is practised regularly, and spelling is a strong feature of the daily teaching and learning. Pupils use a widening vocabulary in their writing and able pupils are beginning to use more complex sentences and more advanced punctuation. Overall, pupils' presentation of their work is very good. Pupils use their literacy skills very well in all other subjects.
85. Teaching of the subject is good overall, with very good features. Lessons are very well prepared. In the best lessons, teachers plan effectively and demonstrate very good subject knowledge. They have very good questioning skills and these are used well to extend and challenge pupils. All pupils are well supported in their work by specific learning resources such as word banks, story starters, ideas for finishing sentences and a wide range of books. Support assistants are very effectively used by class teachers and make a significant impact on pupils' learning. Teachers use a variety of approaches and strategies to hold pupils' attention and capture their interest. Plenary sessions are used well by teachers to reinforce learning and to celebrate achievement.
86. There has been a strong emphasis on setting challenging targets in English. Teachers track pupils' progress effectively. Regular assessments of pupils' achievements are made and the information from these is used to target the teaching effectively to meet the diverse needs of all pupils. This has a significant impact on the progress that all pupils make in their learning. During group activities, learning targets are displayed for pupils on each table.
87. In Year 2, pupils are set in ability groups for writing once a week and this works very well. Teachers target their teaching and resources very effectively to ensure that differing ability groups make very good progress. A group of 30 able pupils from across Year 2 are taught writing together once each week. This session is based on the Key Stage 2 curriculum.
88. Pupils' attitudes to the subject and their behaviour in lessons are excellent. The majority of pupils demonstrate very high levels of concentration and motivation. Pupils engage readily in purposeful interaction and discussion, effectively using literacy partners. Pupils often demonstrate very good levels of independent working in group activities. Overall, all pupils make very good progress in their learning.
89. The National Literacy Strategy has been established very well, giving breadth and balance to the curriculum. The subject is led very effectively by the subject leader. The senior teacher is a Leading Literacy Teacher and the headteacher is a Leading Literacy Headteacher. The subject and its management are well supported by the governor with a responsibility for literacy. The school has established a well stocked library which is well used by the pupils and contributes positively to the overall provision in English. The school provides good quality workshops for parents in literacy so that parents can better understand what the school is doing and also support their children more effectively.

MATHEMATICS

90. Standards in mathematics at Key Stage 1 are very high. The teaching of mathematics is very good and this results in all pupils making very good progress in their learning.
91. Compared to all schools nationally, national test results for pupils aged seven have been well above average each year since 1998. Compared to similar schools nationally in 2000, pupils' standards were again well above average. Able pupils make very good and, at times, excellent progress. The proportion of pupils achieving higher levels in 2000 was also well above average. During the

inspection, lesson observations and an examination of pupils' previous work confirmed these very high standards.

92. There are no marked differences in the performance of boys and girls. Pupils with special educational needs make very good progress. Pupils with hearing impairment are included very well in mathematics lessons. They make good progress and achieve well. Some pupils make very good progress given their levels of achievement when they enter the school. Pupils with English as an additional language make very good progress.
93. By the age of seven, pupils use mental recall of addition and subtractions to ten and often beyond ten with accuracy. Most pupils have a very good understanding of place value, some up to one hundred and beyond. They can count forward and backwards confidently in twos, fives and tens. Teachers encourage the use of correct mathematical vocabulary and pupils can confidently use terms such as doubling, partitioning and inverse. Pupils demonstrate an accurate knowledge and understanding of number facts in their calculations. They choose and apply a variety of strategies to solve number problems and check their answers. Pupils measure accurately when engaged in investigations of time, weight or capacity. They sort, collect and interpret data in a range of ways, for example by using bar graphs, pictograms and pie-charts to represent the different ways they come to school. They can name many 2-D and 3-D shapes and describe their properties. Gifted and talented pupils can articulate clearly the strategies they have used and identify patterns and rules, for example, doubling is the inverse of halving. They can read, write and order numbers up to one thousand and beyond. They know what each digit represents in a four digit number and use very large numbers confidently in calculations.
94. The quality of teaching and learning of pupils is very good with some excellent features. Teachers have a very good knowledge and understanding of the requirements of the National Numeracy Strategy. Oral and mental activities are very well managed. They are pacy and challenging and pupils respond very positively, showing high levels of motivation and interest. Teachers are particularly skilled in using questioning to challenge pupils, to assess their learning and to encourage pupils to think hard: for example, "What strategy did you use in your calculation? Can anyone think of a more efficient way? What is the rule you have learned then? Do you understand why you made that error?" Teachers' expectations of all pupils are very high, but achievable, and pupils rise to the challenges enthusiastically. The main teaching activities are very well structured. Explanations are clear. Tasks are interesting and matched well to pupils' varying abilities, resulting in very good progress for all pupils. Pupils often demonstrate impressive levels of independent working in these sessions.
95. A particularly strong feature of the lessons is the contribution made by support staff to pupils' learning. They support groups or individuals skilfully. Both teachers and support staff work very hard to encourage and motivate all pupils to succeed and this is an important factor in the success of all pupils. Pupils work hard and concentrate well. Pupils with hearing impairment are supported very well and they are included fully in all activities. Because of this support, they make very good progress in their learning and take a full part in the lessons.
96. In Year 2, pupils are set in ability groups for mathematics. This works very well. Teachers target their teaching and resources very effectively to ensure that differing ability groups make very good progress. A small group of very able mathematicians has additional support each week. The teaching in this session is excellent and pupils make consequently excellent progress. The progress of all pupils is tracked very carefully and individual pupil targets in mathematics are set. This enables the school to identify any pupil who is not making enough progress and to intervene with additional support at an early stage.
97. A wide variety of learning resources are used in mathematics lessons, including computers. Mathematical programmes are used regularly by pupils to consolidate and extend their learning. Pupils use mathematics to help their learning in other subjects, for example accurate measuring in science or in pattern and shape work in art.

98. The school has made very good progress in this subject since the last inspection. The subject is very well led by the co-ordinator for mathematics. She has a very good over-view of the subject across the school and has been instrumental in sustaining very high standards. All teachers have been well supported in the implementation of the National Numeracy Strategy. There has been a strong emphasis on setting challenging targets in mathematics, careful checking of pupils' progress, intervening where appropriate and maintaining consistently high quality teaching through good quality professional support.

SCIENCE

99. Compared to all schools nationally, teacher assessments in 2000 for pupils aged seven were above average. Standards have continued to improve since the last inspection because of good teaching and detailed planning. During the inspection, lesson observations and an examination of pupils' previous work confirmed that standards are good overall, and very good for able pupils in Year 2. There are no marked differences in the performance of boys and girls. Pupils with special educational needs make good progress. Pupils with hearing impairment are included fully in science lessons and make good progress.

100. By the end of Key Stage 1, pupils can identify a range of common materials and know about some of their properties. They can explain why some materials are particularly suitable for specific purposes, for example, that glass is suitable for bottles because it is waterproof and transparent and that metal conducts heat. Pupils are developing a good knowledge and understanding of sound and electrical circuits. More able pupils are able to make simple generalisations about physical phenomena, for example, they are able to explain that sound travels away from its source and become fainter. Most Year 2 pupils can make sensible predictions on the outcome of an experiment about magnets. Teachers place a strong emphasis on pupils undertaking their own experiments and investigating for themselves in order to develop skills of scientific enquiry. Pupils can observe carefully, collect information and record their observations using scientific vocabulary, graphs, tables and charts. Some pupils are beginning to understand the principle of a fair test.

101. The quality of teaching and learning is good overall with very good features. Teachers have a good subject knowledge and plan their lessons carefully. The best science lessons have very clear learning objectives and tasks matched well to the varying needs of all pupils. Very good support is given by support assistants who work effectively with groups and individuals. A particular strength of the teaching is the effective use of challenging questioning which encourages pupils to explain their thinking and use the correct scientific terminology, for example, in a Year 1 lesson when higher ability pupils had sorted and classified materials by a property of their choice and then report back to the class. The teacher challenged the pupils well by asking them to justify their choices. Particularly in Year 2 teachers give good feedback and guidance to pupils about how to improve their work next time.

102. Pupils' attitudes are always good and usually very good. They are usually very well behaved and listen attentively to adults and their peers. Pupils co-operate very well and can work collaboratively on producing reports and posters, for example about the uses of materials in Year 2.

103. The new co-ordinator has updated the scheme of work to ensure full coverage of the science curriculum, including scientific investigations. She monitors planning but there is no systematic monitoring of the effectiveness with which plans are implemented across the year groups. However, in summer 2001, science is a focus subject for the School Improvement Plan and a significant review and development of the subject is planned.

ART AND DESIGN

104. The standard of art in the school is good and, in some cases, very good. The good teaching in the subject has a positive impact on pupils' learning and achievement. There has been good improvement in both the quality of teaching and standards of work seen since the last inspection.

105. Pupils use a range of materials and processes to communicate their ideas. Younger pupils are developing an understanding and knowledge of texture and colours. For example, pupils are able to explain how they use elastic bands to tie and dye their T-shirts and create different colours and patterns. They can select ways of decorating or finishing their T-shirt and add further decorations to make it more 'exciting' and 'prettier'. Pupils are able to identify different kinds of material such as felt or hessian and use different methods of attaching materials. Many pupils find using a needle and thread quite difficult but persevere with support.
106. Pupils, working with different patterned samples, are able to replicate their pattern with crayons or chalk with some considerable success. Lower attaining pupils find this task challenging, but are able to achieve reasonable success with the very good support of an assistant. Clear explanations, good classroom management and good subject knowledge of the teacher enable pupils to make good progress. Older pupils try out different tools and techniques when making a clay tile which is to be used as a base to record the features of a castle. They use sketchbooks to design their castle. Some pupils, particularly the more able, produce some very good quality drawings, adding some quite intricate detail to their designs. Pupils use Colour Magic to draw castles successfully on the computer.
107. The teaching and learning is good. Teachers use demonstration well. They give clear explanations, for example, on how to use clay, how to correct mistakes and how to take care with sharp tools. These enable pupils to work with confidence and increasing control. Pupils enjoy their activities, work hard and sustain concentration. More able pupils start to make choices, think for themselves and evaluate their work effectively. Teacher supports lower attaining pupils well and they make good progress.
108. The subject is well led and well resourced, although the co-ordinator has only had responsibility for this subject since September. The scheme of work for art is well organised and the co-ordinator monitors all teachers' planning to ensure coverage. Year group planning sessions are used to assess pupils' achievement and inform future planning. Teachers carry out an annual assessment and record pupils' progress. A portfolio of pupils' work is being collected but this is not yet fully labelled or annotated.
109. Displays throughout the school are good and often very good. They are attractively mounted and show a broad range of pupils' achievements. All are clearly labelled, with many having questions to challenge pupils' thinking or inform. Particularly attractive are the wall hangings in the hall, which include David Hockney's "A Bigger Splash" by the Nursery and Monet's "Water Lilies" by Year 2. The 'Art Gallery' reflects the broad range of very good art produced by different aged pupils.

DESIGN AND TECHNOLOGY

110. Standards in design and technology are good. The quality of teaching has improved since the last inspection and is good with very good features. This has a very positive effect on pupils' learning. Hearing-impaired pupils and those with special educational needs are well integrated and, with effective support, make good progress. This is good improvement since the last inspection.
111. Pupils learn how to assemble and join materials by, for example, making an item of clothing to keep their dolls and toys dry. They design garments, evaluate them and plan what to do next. They recognise that their designs have to meet a range of different needs. For example, clothes need to fit the doll and will not join if they are too small. They understand that some materials will let water through and some will not. Some pupils are able to extend their designs by adding extra detail such as collars, pockets, decorations and logos. They glue, sew, tape and staple according to the selected material. More able pupils are developing good skills in evaluating their design and are able to say how they would improve it. Good use is made of the computer programme 'Dressing a teddy' to support the pupils' learning.
112. Teachers plan and organise lessons effectively. They deploy support staff and parent volunteers very well to ensure pupils have appropriate help when they need it with this very practical subject.

Teachers have good subject knowledge. During the lesson to design doll's clothes, clear assessment criteria were identified and pupils were encouraged to use a design sheet, which included space for them to evaluate their work. Teachers set challenging tasks and pupils make good progress. They make pupils aware of any safety issues connected with the task. Pupils have a very positive attitude to their work. They are enthusiastic and persevere to overcome any problems they encounter.

113. Design and technology is well led and well resourced. The co-ordinator has considerable experience in this subject. A scheme of work has been established in the subject and medium term plans are monitored. Time allocations, however, are unclear. One recorded assessment is made for each pupil each year and the co-ordinator is also collecting a portfolio of work which includes photographs of pupils' achievements. Some moderation of standards has taken place, but no whole staff moderation has yet been undertaken.

GEOGRAPHY

114. Because of the cycle of topics in the curriculum planning, geography in Key Stage 1 takes place in the summer term and no geography lessons were observed during the inspection. Judgements are, therefore, based on the samples of children's work from previous topics, the scheme of work, wall displays, and discussions with pupils and staff. Based on this limited evidence, indications are that standards by the end of Key Stage 1 are at least in line with national expectations and pupils are making at least satisfactory progress.
115. Pupils are developing their knowledge, skills and understanding of mapping. For example, Year 1 pupils are learning geographical vocabulary and mapping skills to draw the route taken by 'The Jolly Postman' when delivering his Christmas mail. The more able pupils can draw up detailed maps showing houses and roads. They look at homes and the purposes of different rooms. They make a lotto game in which the board comprises different weather conditions and the cards identify the appropriate clothes to wear. In a discussion with Year 2 pupils about the comparative study they did in Year 1 between St Lucia and Ewell, some were able to use an atlas to locate St Lucia in the Caribbean. The more able knew that the Caribbean weather was warmer because it was nearer the equator than England. Pupils were able to describe the weather hazards of hurricanes and twisters and recall information about the rainforests, birds and fruit of the Caribbean.
116. The teachers plan for the medium term work in year groups using the scheme of work. The planning includes provision for all pupils, including those with special educational needs and with hearing impairments. Pupils' achievements are assessed annually by the class teacher. The local environment is used effectively in Year 1 to map and research the school grounds and, in Year 2, this locality is compared to the Isle of Coln in Scotland.
117. There are two new subject co-ordinators who monitor termly planning and are developing a portfolio of work to ensure progression. They have not yet had the opportunity to gain an overview of standards and quality in the subject across the school. Next term geography is to be a focus subject on the School Improvement Plan and a significant review and development of the subject is planned, including an audit and update of the topic boxes.

HISTORY

118. By the end of Key Stage 1, standards are above national expectations in history. This is an improvement on the last report when standards were judged to be in line with national expectations. These good standards are largely due to good teaching and effective year group planning.
119. By the age of seven, pupils are developing a good sense of chronology by placing events and people in order. For example, in Year 2 they can use information books to find out about The Royal Family and can construct a family tree from the Queen Mother to Prince Harry. Pupils are developing their knowledge and understanding of the past beyond living memory and of the lives of

people they have studied. They use different methods like fact files and a time-line to re-tell the stories and to record the lives of Florence Nightingale, Louis Braille, Beethoven and Helen Keller. Pupils use a wide range of reference resources including the Internet to answer questions about the past, going beyond simple observations, for example, in their research on castles. Most pupils can describe the key features of a Norman keep and can compare it with modern buildings, giving reasons for the differences and similarities. The pupils are able to find out about the past from a range of sources including artefacts. For example, in a Year 1 class, pupils were shown objects from an old suitcase that had been found in an attic. They used previous knowledge of the history of clothing to deduce that it had belonged to a kitchen maid in Victorian times.

120. In the two lessons seen, the teaching and learning were good, with very good features. Teachers have a good subject knowledge and use questions well to challenge the pupils and sustain their interest levels. Lessons are very well planned and evaluated thoroughly at the weekly year group meetings. Good links with other subjects are made. For example, in a Year 1 class, one pupil looked at the date of a penny from 1874 to pinpoint the time they were investigating. Immediately this led to questions about how pupils could calculate how long ago that was. Pupils apply themselves very well to their historical investigations and show much enthusiasm. To sustain pupils' interest and motivation, teachers use a variety of methods including role play during a Victorian day in which staff and children participated in costume.
121. The history co-ordinator is new. She has reviewed the scheme of work in line with the new curriculum, checked the termly plans against it and ensured that the topic boxes are relevant. In summer 2001, history is a focus subject on the School Improvement Plan, and a significant review and development of the subject is planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards of attainment are above national expectations by the end of Key Stage 1. This is an improvement on the last inspection.
123. Most pupils are familiar with the use and control of the mouse and the keyboard, which they demonstrate in the way they locate, click and drag in the programme 'Dress the Teddy'. They can word process, use capital letters appropriately and save the text. By Year 2, they make good use of various software packages to support their learning. For example, they can use literacy programs such as 'Star Spell' for supporting the learning of spelling. In numeracy, they use a program to learn and understand about number bonds and they know how to use art programs like 'Colour Magic'. Pupils make good use of the Internet to gather information about Windsor Castle. They can retrieve their work.
124. The quality of teaching and learning are good. Teachers' levels of subject knowledge and confidence vary but are appropriate for the groups they teach. Most teachers successfully integrate the development and practising of skills into other areas of pupils' work, thereby encouraging them to apply their knowledge and abilities in meaningful contexts. Teachers' expectations of pupils are high. Support assistants make a very positive impact on pupils' learning.
125. Pupils are highly motivated and enthusiastic about hands-on experience of computers. They share well, collaborating and helping one another, with very good standards of behaviour. Pupils' positive attitudes at all levels of ability contribute to their learning. Good progress is made by all pupils.
126. There are many good examples of the use of Information Technology around the school. There are labels in a variety of fonts and colours. All parts of the classroom station are labelled, frequently with instructions for use. All targets for teaching are word-processed and many examples of art and design are carefully presented. The library shelves are categorised by word-processed labels. Classrooms are identified in the same way.
127. The co-ordinator is skilled and knowledgeable and is leading the training of teachers in the subject. The planning and assessment of pupils' attainment is overseen by the co-ordinator. There is at

least one computer station per class and all computers in Years 1 and 2 are linked to the Internet. Although access for pupils is satisfactory overall, opportunities for using the computer can be limited on occasions. The school is investigating the possibility of improving the access for pupils by establishing a computer suite and time-tabling ICT lessons.

MUSIC

128. Throughout the school, standards attained in music are well above national expectations. This is a good improvement on the last inspection report when standards were judged to be average. The school provides a good range of musical experiences for its pupils.
129. The standard of singing is very good, and all pupils, including those with hearing impairment, delight in participating. Pupils at Key Stage 1 sing well and can maintain a simple two-part round. They sing with clear diction and good tone. Pupils sing with enjoyment and confidence, both individually or in a group. They enjoy using tuned and untuned percussion instruments. They listen well to a wide range of music, including that from non-European countries. Pupils can use graphic scores effectively to record their compositions. In a Year 1 lesson, able pupils extended their compositions further by using bar lines in their score. Their composition was used by dancers who responded well to the rise and fall of the pitch of the tune. Given the young age of the pupils, the performance showed a very mature response. Pupils in Year 2 are developing good appreciation and listening skills.
130. The teaching and learning are very good. Many of the teachers have good subject knowledge and they provide good role models for the pupils. Lessons are well planned and include opportunities to assess the progress of the pupils. Teachers' expectations are high: they expect pupils to achieve a good standard and they do. Pupils respond very well to their music lessons. They work hard and make very good progress in their learning.
131. The subject co-ordinator leads colleagues well and manages the subject with enthusiasm. The learning resources for music are of a very good standard.

PHYSICAL EDUCATION

132. Standards in physical education are above average in Key Stage 1. This is a good improvement on the last inspection. There is no difference in the performance of boys and girls. The full inclusion of pupils with hearing impairment is a strength of the subject. These pupils are supported well in physical education lessons, participate fully and safely and make good progress.
133. By the end of Key Stage 1, pupils understand the need to exercise safely, for example in warming up before lessons, or in organising and using apparatus. Pupils listen attentively to instructions and this enables them to be safe and confident in lessons. They think carefully and make sensible, informed decisions about their actions, for example, in planning movements in a sequence. They demonstrate increasing control in balancing, holding positions and moving around the hall, showing a good awareness of the space around them. When working together in groups, pupils support each other well, praising success and suggesting improvements to others. With encouragement from the teacher, most pupils are able to evaluate their performance. With practice and good support, the quality of pupils' movements and actions improves over time. Some pupils, particularly the more able, show good levels of imagination and versatility in their movements, for example, in interpreting ideas of the movement of fire and water.
134. The quality of teaching and learning is good, largely because pupils receive good quality feedback from teachers about their performance so that they know what they are doing well, what could be improved and how that might be achieved. Lessons are planned thoroughly by teachers and good opportunities are provided for pupils to plan activities, perform and evaluate. Teachers' expectations are high. They encourage and challenge pupils to increase the range and quality of their movements and pupils make good progress. Pupils behave very well and demonstrate genuine enthusiasm for their lessons. Very good support for pupils is provided by support staff who work

successfully with groups or individuals. Radio microphones are used to ensure that hearing impaired pupils can hear instructions and participate safely.

135. The subject leader has managed the subject for only a short period but already has a clear view of future developments in the subject. The school provides a good range of extra curricular activities for pupils. These include skipping, gymnastics, mini-moves (dance) and uni-hoc.

RELIGIOUS EDUCATION

136. The last inspection found the standards of attainment at the end of Key Stage 1 were satisfactory. Since then, provision has improved and now attainment is above the expectations of the Locally Agreed Syllabus. The subject makes a significant contribution to the pupils' personal development.

137. By the end of Key Stage 1, pupils are aware that places can be special to people and understand the importance of the Church as a place where Christians meet together to worship. They can describe some of the things which believers do when they meet in their place of worship and suggest why these things are important to them. For example, in a Year 1 lesson, pupils were able to recall the special clothes worn by members of the Jewish faith from their study of Hanukkah. They have learned about symbols and special books of the Christians, Jewish and Muslim faiths. Pupils understand that everyday actions may have consequences which can affect the wellbeing of others. They understand how stories in the Bible can teach us important lessons. This was illustrated well in a very good assembly by Year 1 about Joseph and his coat of many colours.

138. The quality of teaching is good and this is why all pupils make good progress. Lessons are carefully planned at year group meetings. Teachers use a variety of interesting methods and work hard to ensure that tasks are matched carefully to meet the diverse needs of the pupils. Relationships between adults and pupils are very good and this gives pupils the confidence to express their feelings openly. Teachers listen carefully to the views and opinions of the pupils. Overall, pupils respond very positively to their religious education lessons.

139. The co-ordinator manages the subject effectively. She monitors planning and is creating a portfolio of work but has not yet had an opportunity to gain an overview of standards and quality in the subject across the school. There is an adequate range of learning resources, including religious artefacts. Year 2 children visit the local church and visitors of the Jewish and Islamic faiths come to the school.

THE HEARING IMPAIRED UNIT

140. The high quality provision for hearing-impaired pupils is a significant feature of the school. It balances teaching in the unit base very well with inclusion in mainstream classes, depending on the needs of individual pupils. As a result, pupils make good progress and achieve well. Some pupils make very good progress given their levels of achievement when they enter the school so that, by the age of seven, their attainment in areas such as reading, writing and mathematics is in line with that of their hearing peers. Pupils' attainment in speaking and listening is more variable as these skills are more directly affected by the degree of linguistic delay.

141. The school's overall commitment to inclusion is fully embedded in its culture and practice and this is very evident in the work of the unit. Therefore, hearing-impaired pupils have equality of access to all the opportunities and experiences that the school offers. Consequently, hearing-impaired pupils have high quality learning opportunities through a very broad and balanced curriculum and range of extra-curricular activities. This means that both pupils' personal and academic development is very well supported. As a result, a five-year-old hearing-impaired pupil had the opportunity and the confidence to take a speaking part in a whole school assembly that focused on 'jealousy'. Unit staff supported other pupils very well so that they were able to participate fully in a hymn practice, singing happily and thoroughly enjoying themselves as they watched and listened intently to the teacher's instructions.

142. The unit provision has many strengths, both in terms of its relationship with mainstream classes and in the work that it carries out with groups of hearing-impaired pupils in the unit base. A striking feature of all of this work is the high expectations that all staff have. Specialist teachers, mainstream staff and learning support assistants use a variety of activities to make challenging, but appropriate, demands of pupils. As a result, pupils respond well as they develop new skills, acquire new knowledge and extend their understanding. Learning support assistants are particularly skilled and effective in this respect, being able to work independently with individuals and groups of pupils.
143. The high level of planning that takes place between unit staff and mainstream teachers underpins much of the unit's success. This means that unit pupils follow the same schemes of work as their hearing classmates and this allows them to share the same experiences. For example, the small group of six year olds who are withdrawn for literacy read the same big book as their classmates and, therefore, they too were part of the discussions and activities centred on Elmer the elephant during the inspection. In addition, planning ensures that additional services, such as speech and language therapy, support classroom learning very effectively. This was well demonstrated during the inspection when a speech and language therapist worked one-to-one with a Year 1 pupil, supported by a learning support assistant. The Year 1 topic is 'Clothes' and the therapist used the session very well to reinforce the concept of size (big and small) and some of the vocabulary associated with clothes (eg dress, trousers and socks), as well as to develop the pupils' speaking and listening skills. The therapist and learning support assistant produced a supportive atmosphere in which praise and encouragement were very well used to promote learning.
144. Pupils generally receive high quality teaching when they have lessons in the unit base and, therefore, they achieve well. All teaching is at least satisfactory and the majority is good or very good. Teachers' excellent communication skills and subject knowledge enable them to present pupils with activities that build systematically on their previous learning. They use their very good knowledge of the pupils as a basis for employing a range of strategies such as group work, individual teaching and pupils working co-operatively in pairs that enable pupils to learn effectively. The skilful use of different teaching methods also contributes greatly to developing pupils' social and communication skills.
145. The head of the unit is also the deputy headteacher of the school and her very effective leadership and management maintains the high standard of the unit and the close working relationship with mainstream teachers. Very detailed assessment records are kept of pupils' attainments in numeracy, literacy, information and communication technology, and personal and social development. This information is used well to track pupils' progress against challenging targets. However, the targets for the term are not always specific enough in some Individual Education Plans. Parents are kept well informed of their child's progress and the close links between the unit and home are another feature that makes the unit so effective.
146. The unit has made good improvement since the last inspection to maintain the high standards identified at that time. The key issue to improve the general acoustic conditions of the school and Annex has been addressed efficiently and cost effectively through a successful application for a grant from central government. The good level of resourcing for hearing-impaired pupils has also been improved by a new sound-field system in one classroom. A new sound-field system that produces improved listening conditions was fitted into the hall / dining room in the week before the inspection began. Once again, this was a very cost-effective installation as the vast majority of the costs were funded from the Parents' Association and private donations.