

# INSPECTION REPORT

## **GARDEN SUBURB INFANT SCHOOL**

London

LEA area: Barnet

Unique reference number: 101282

Headteacher: Diane Lewis

Reporting inspector: Mrs Margaret Cooper  
15175

Dates of inspection: 20th – 23rd March 2000

Inspection number: 189659

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

|                              |                      |
|------------------------------|----------------------|
| Type of school:              | Infant               |
| School category:             | Community            |
| Age range of pupils:         | 4 to 7               |
| Gender of pupils:            | Mixed                |
| School address:              | Childs Way<br>London |
| Postcode:                    | NW11 6XU             |
| Telephone number:            | 0181 455 8198        |
| Fax number:                  | 0181 381 4053        |
| Appropriate authority:       | The governing body   |
| Name of chair of governors:  | Mr Gerald Shamash    |
| Date of previous inspection: | October 1996         |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members   |                      | Subject responsibilities   | Aspect responsibilities   |
|----------------|----------------------|--|---|
| Mrs M E Cooper | Registered inspector | English<br>Music<br>Special educational needs<br>English as an additional language | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are pupils taught?  |
| Mr J Kerr      | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| Mrs P Williams | Team inspector       | Mathematics<br>Art<br>Religious education  | How well is the school led and managed?   |
| Mrs H Toynebee | Team inspector       | Under fives<br>Science<br>Geography<br>History                                     |   |
| Mr D Collard   | Team inspector       | Information technology<br>Design and technology<br>Physical education              | How good are the curricular and other opportunities offered to pupils?  |

The inspection contractor was:

Gemini Inspections Ltd  
Brinkwells  
Storrington Road  
Thakeham  
West Sussex  
RH20 3EQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>5</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <br>  |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>10</b> |
| The school's results and achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>13</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>15</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>17</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>18</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>19</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>21</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>22</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>26</b> |

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a larger than average infant school designated a beacon of excellence. It has 262 boys and girls on roll aged from four to seven. The school is located in an area of high socio-economic status, although it draws pupils from further afield, including some from less affluent households. The school community is culturally diverse, and includes groups from Asian, African and other European cultures. English is an additional language for over half the pupils, a proportion considerably higher than that normally seen. Forty-seven pupils have special educational needs, which is average. Attainment on entry is very wide although below average overall, linked to the proportion of children at an early stage of learning English.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. It achieves high standards in pupils' attitudes, behaviour and personal development. High standards were achieved in the 1999 National curriculum tests, although attainment of the current Year 2 is average overall with higher achievement in some subjects. Standards are not as high as at the time of the last inspection. Teaching is satisfactory, and good in the reception year. The school is very successful in integrating adults and pupils of differing traditions and establishing good relationships, which provide a secure environment for learning. The headteacher and deputy set a clear educational direction and, together with strong support from the governors and staff, establish a positive ethos for the life and work of the school. The school provides good value for money.

#### **What the school does well**

- Pupils have very positive attitudes to their work, and respect for the feelings and values of others
- The school promotes spiritual, moral and social development very well, and cultural development is excellent
- High standards are consistently achieved in national tests
- Pupils make good progress in speaking and listening skills, and in scientific knowledge and understanding
- Arrangements for preparing children for entry into the school are excellent, and there is high quality teaching and learning in the reception year
- Achievement in music is very good, and contributes to the strong provision for the arts
- The school establishes very good links with parents and the community, and their involvement has a very strong impact on the work of the school. The classes provided for parents are very successful and highly valued
- High standards of pastoral care are provided for children throughout the school
- High quality provision and support results in good progress being made both by pupils with special educational needs and pupils learning English as an additional language
- The school's leadership and management is of high quality

#### **What could be improved**

- Standards in writing
- The effectiveness of teaching methods and short-term planning in Key Stage 1
- The progress of more able pupils at Key Stage 1
- The pace of learning in groupwork lessons at Key Stage 1
- The use of assessment information to guide curriculum planning
- Arrangements for monitoring teaching, and children's standards and progress in subjects.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been sound improvement overall since the last inspection in October 1996. The very positive ethos of the school has been maintained, with a strong commitment to the achievement of high standards and good working relationships across the school. High standards in test results have been maintained with good improvement in reading, although standards in writing are lower. Standards in the work seen are not as high as at the last inspection, but achievement is higher in design and technology, music and physical education. There has been some decline in teaching at Key Stage 1, largely linked to the inexperience of the current team. Issues identified for improvement have been addressed well, particularly schemes of work, assessment arrangements, and developing the role of support staff. Resources are targeted well to raise standards further, although arrangements for evaluating the school's performance require further development.

### STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| reading         | B             | A    | A    | B               |
| writing         | B             | B    | B    | C               |
| mathematics     | A             | B    | B    | B               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

The table above shows attainment above the national average in writing and mathematics, and well above average in reading. Compared to similar schools standards were average in writing and above average in reading and mathematics. The high proportion of pupils at an early stage of learning English is a contributory factor to the relatively lower standards in writing compared to reading and mathematics. Improvement in mathematics has been broadly consistent with the national trend, and reading has been better. Standards in writing have not matched the national trend. The school has challenging targets to raise standards, although is unlikely to achieve them this year. The evidence from the current Year 2 work is not entirely consistent with test results, and shows standards to be broadly average. Overall, they are not as high as they were at the time of the last inspection, and could be higher. A contributory factor is the inexperience of the current Year 2 teaching team. Standards are sound in information technology (IT) and good in religious education (RE). Achievement is at least sound in all foundation subjects, good in art and physical education (PE), and very good in music.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Children enjoy coming to school and take a real interest in their work.  |
| Behaviour, in and out of classrooms    | Pupils behave consistently well in classrooms and in the playground, and are courteous towards others.   |
| Personal development and relationships | The children are able to work independently and take on responsibilities when required. Their respect for the feelings, values and beliefs of others is excellent. |
| Attendance                             | Attendance is well below average, due to extended visits to countries of family origin. The rate of unauthorised absence is well below average.                    |

The very high standards in attitudes to learning, personal development and relationships are a strength of the school. Boys and girls, and children from different cultures, work well together. Pupils have enquiring minds and are often very absorbed in their activities, particularly in the reception classes. Children throughout the school do not take sufficient care in presenting their work, and the concentration and pace of learning varies between groups in some lessons.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | Good               | Satisfactory   |

*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.*

The quality of teaching is satisfactory overall and promotes the sound progress pupils make, although both teaching and learning are more effective in the reception year than at Key Stage 1. The relative inexperience of the current Year 2 teaching team, a temporary situation brought about by unforeseen circumstances, contributes to the difference between early years and Key Stage 1. However, the great majority of lessons seen throughout the school were at least satisfactory and forty-seven per cent were good or better. Of these, sixteen per cent were very good and resulted in pupils making marked gains in their learning. Four per cent were unsatisfactory. Teachers are committed, and manage their pupils well. In some lessons, teaching methods are not matched closely enough to clear learning objectives for all pupils. As a result, some groups work at a faster pace and make better progress than others. Teaching is at least sound in all subjects, including English and mathematics. Literacy and numeracy skills are taught satisfactorily overall, although the teaching of writing is weaker than reading and numeracy. The school meets the needs of pupils for whom English is an additional language well, and also those who have special educational needs. The needs of more able pupils are met less well, as the tasks they are given often provide insufficient challenge.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The school provides a broad, balanced and relevant curriculum that meets statutory requirements. There is a high quality curriculum for children under five.  |
| Provision for pupils with special educational needs   | High quality planning and support results in pupils making good progress towards the targets in statements and individual education plans.  |
| Provision for pupils with English as an additional language                                 | Pupils for whom English is an additional language achieve well across the curriculum and make very good progress in learning English, as a result of high quality provision.                              |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Pupils' spiritual, moral and social development is very good. Cultural development is excellent and an outstanding feature of the school's provision.   |
| How well the school cares for its pupils  | There are good procedures with high standards of pastoral care. Teachers assess pupils' progress appropriately but this information is not used consistently well to plan future learning for all pupils. |

The school has very effective links with parents, and provides them with very good quality information about their children's progress. Parents' involvement in the work of the school makes a strong impact on pupils' learning. The parenting classes provided have been very effective, and are greatly appreciated. The curriculum gives a strong emphasis to the arts, and is enriched by special events, visits and visitors. Provision for writing is a relative weakness. The school takes good care of its pupils and places considerable importance on ensuring their welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The school has a strong and distinctive sense of purpose derived from the good leadership of the headteacher and deputy, and complemented by the teamwork of a committed staff and governing body. |
| How well the governors fulfil their responsibilities             | The newly constituted governing body is well informed, is developing its role, and fulfils its responsibilities well.  |
| The school's evaluation of its performance                       | Evaluation of the school's performance by the senior management team, governing body and co-ordinators is satisfactory.  |
| The strategic use of resources                                   | The school makes good use of its resources, including specific grants and additional funding, to achieve its educational priorities.   |

Good leadership and management ensure clear educational direction, and the school's aims and values are reflected in its work. The school applies the principles of best value appropriately. The school is well provided with teaching and support staff for the demands of the curriculum and pupils, although

the use of support teachers and assistants requires review. The premises are in poor structural condition but used well. The accommodation overall is satisfactory although there is no designated outdoor area for children under five. Learning resources are good in some subjects, including English and art, but there are shortcomings in outdoor equipment for children in the early years.

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

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Children like school</li> <li>• The school works closely with parents</li> <li>• Their children make good progress</li> <li>• The teaching is good</li> <li>• They feel comfortable about approaching the school with questions or a problem</li> <li>• Behaviour is good</li> <li>• The school is well managed and led</li> <li>• The children are helped to become mature and responsible</li> </ul> | <ul style="list-style-type: none"> <li>• A significant minority do not think children are given the right quantity of homework</li> <li>• Some parents are dissatisfied with the range of activities outside lessons</li> <li>• They are not well informed about progress</li> <li>• The extent to which children are expected to work hard and achieve their best</li> </ul> |

The inspectors agreed with parents' positive views of the school. Parents also praised the links with the junior school, and were very happy with children's attitudes. A significant minority felt standards were not high enough, particularly for more able children. The inspectors agreed that current standards could be higher, and that more able pupils are not sufficiently challenged. There were varied views from parents about whether the homework was too much or too little, and the inspectors judged it to be satisfactory. The range of activities outside lessons is also satisfactory taking account of the age of the children and the staff and resources available. The inspection evidence showed that parents are well informed about progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The pupils achieved above average standards in the 1999 National Curriculum test results at the end of Key Stage 1. Analysis of the results shows standards in reading well above the national average, and above the average for similar schools. Writing was above the national average and broadly in line with similar schools. Standards in mathematics were above average compared to both schools nationally and similar schools. The high proportion of pupils at an early stage of learning English is a contributory factor to the relatively lower standards in writing compared to reading and mathematics. Teachers' assessments in science showed standards to be well above average. They were well above average in all areas of science except for life and living processes where they were judged to be above average. Teachers' assessments showed an average proportion of pupils attaining the level 2 expected for their age in speaking and listening, and a higher than average proportion attaining higher standards. Teachers' assessments of reading, writing and mathematics were rather lower than the results achieved in tests.
2. Over the last four years reading standards have improved at a better rate than the national trend, whilst standards in mathematics have been broadly consistent, recovering in 1999 from a pronounced dip the previous year. Although still above the national average in 1999, the trend in writing standards has not matched the national trend, and the school has identified this as an area requiring development. There is no significant variation in the standards attained by boys and girls. Following the high results in 1999 the school has set challenging targets for standards in the current year, but is unlikely to achieve them this year.
3. The evidence from inspection is not entirely consistent with test results, and shows standards to be broadly average. Overall, they are not as high as they were at the time of the last inspection, and could be higher. A contributory factor is the inexperience of the current Year 2 teaching team, a temporary situation that has arisen through unforeseen circumstances.
4. Standards in English are average overall. The majority of pupils listen effectively and express themselves clearly to others. Many show high standards in the breadth and accuracy of their vocabulary and in the extent to which they can explain ideas to others. Pupils read simple story books accurately and with sound understanding, and higher attainers read junior fiction fluently. Standards in writing are not as high, although this is linked to some extent to the number of children who were at an early stage of learning English when they joined the school. Most pupils convey meaning clearly in a range of formats including story, poem, recipe and letter. More able pupils extend their ideas in a sequence of sentences using interesting and varied vocabulary, but there is little evidence of pupils developing and organising their writing well enough to attain above average standards.
5. Standards in mathematics, including numeracy, are average. Pupils add and subtract confidently, measure mass and length and interpret simple graphs, and higher attainers show an increased knowledge of number. Strategies for mental arithmetic, however, are less secure. Standards in science are also average overall, although attainment is good in scientific knowledge and understanding, and weaker in experimental and investigative work. Year 2 pupils, for example, sort materials by criteria and consider their relative waterproofing qualities. Standards in religious education are above average. Pupils show extensive

knowledge of the festivals, beliefs and practices of a range of faiths, including Christianity, and consider moral issues, including people's responsibilities for taking care of their environment and world. The pupils are attaining average standards in information technology and are able, for example, to use a range of word-processing and art programs confidently.

6. Achievement by the age of seven is sound. The children's attainment on entry to the school is below average, and this is largely linked to the proportion of children who are at an early stage of learning English. However, they make good progress in the areas of learning in the reception year and achieve the expected standards overall by the age of five. Standards in personal and social development are very high. The children establish good relationships with adults and other children, and work confidently and independently. Although attainment in language and literacy is low, the children listen attentively and enjoy books. Their reading skills are very varied, as is their knowledge of letters and capacity to communicate meaning in writing. However, a minority of children can read at standards well above average for their age. Attainment in knowledge and understanding of the world is sound. For example, the children are familiar with features of their own locality, explore the properties and textures of materials, work with construction apparatus, and use computers to support their learning. The children achieve satisfactory standards in their creative development, exploring shape and form through drawing and painting, and responding well to opportunities for creative play, listening to stories and singing. Standards are also sound in physical development. Most children use simple tools like pencils, scissors and paintbrushes effectively, and move with increasing control and awareness of space and others in their gymnastic lessons.
7. The broad and relevant curriculum provided at Key Stage 1 ensures pupils build on their early learning experiences, and achievement is sound overall. The pupils make at least satisfactory progress in all subjects, and achieve well in art, design and technology, physical education and religious education. They make very good progress in music.
8. Achievement in English is sound overall, with good progress made in speaking and listening skills, particularly in breadth of vocabulary and in the clarity with which pupils explain their ideas to others. Progress in reading is satisfactory and this is seen in pupils' developing accuracy, fluency and levels of understanding. However, progress in writing is weaker, especially in the extent to which pupils organise and develop their ideas. Achievement in mathematics, including numeracy, is also sound although progress in mental arithmetic is not as strong as that made in number, shape, space and measures. Similarly, achievement in science is broadly sound, but stronger in scientific knowledge and understanding than in experimental and investigative learning. The pupils achieve well in art, especially in the range of techniques they master, as seen in their portraiture, silk painting and batik work. Achievement is also good in design and technology, particularly in food technology. Sound achievement in geography is seen in the pupils' developing knowledge of their own local environment. In history they make satisfactory progress in their increasing knowledge of famous people and use of artefacts, although Year 2 pupils make limited progress in their understanding of chronology. Achievement is also sound in information technology and is seen in the developing range of programs and techniques pupils learn. Achievement in music is very good, and this is a strength of the school. It is seen in the developing quality of pupils' performance, and in the high levels of musical knowledge they display for their age. Pupils achieve well in their physical education, and this is seen in their developing range of gymnastic skills and creation of dance sequences. Achievement is also good in religious education, particularly in the pupils' knowledge of a variety of faiths and beliefs.

9. There is no significant variation in the achievement of groups related to gender, but there is evidence of variation between differing abilities. The achievement of more able pupils is weaker because they are given insufficient challenge in many lessons. The extent to which the diversity of cultures within the school is valued and celebrated, together with sensitive planning and a relevant curriculum, results in no significant variation in achievement for any groups related to ethnic origin.
10. Pupils with special educational needs make good progress towards the targets in their individual education plans. Pupils for whom English is an additional language make very good progress in acquiring spoken English and similar progress to their peers across the subjects of the curriculum.

### **Pupils' attitudes, values and personal development**

11. Children enjoy coming to school and have a real interest in their work and their friends. They work with an air of purpose and become absorbed in their activities when set challenging tasks. An example of this is their joy of singing, either as a class or the whole school, listening and learning quickly. The children come to school prepared to work and learn, and approach all their tasks conscientiously, although standards of presentation are weak, especially in Year 2. Children for whom English is not their first language have very positive attitudes. They are very keen to learn and are greatly assisted by the help of other children. Children achieve very high standards in their personal and social development by the age of five, including behaviour, and these are successfully maintained through Key Stage 1. The school continues to be very effective in achieving the high standards in pupils' attitudes, values and personal development found at the previous inspection.
12. Behaviour is good in class and in the playground. Pupils respond quickly to staff and teachers, and are well mannered to visitors. They can become inattentive when lesson introductions are too long, or when group activities are not well organised, resulting in some pupils working for too long without adult intervention. Parents are happy with the standards of behaviour. They report that staff are vigilant and deal with occasional lapses quickly. Pupils say they are encouraged to resolve their differences and to say sorry if they are in the wrong.
13. Pupils are quite prepared to work independently, and children under five are confident in choosing some of their activities. When introduced to a new task pupils throughout the school choose and share materials and equipment, and settle to group work quickly. They take their responsibilities seriously including, for example, clearing away materials, tidying their classrooms and moving equipment safely in the hall.
14. The extent to which boys and girls of all ages and background are well integrated into this very mixed community is a real strength of the school. Pupils are not concerned about differences in gender, abilities and cultures and soon overcome any language difficulties. They form mixed friendships and play together happily. Pupils listen with interest and respect as others confidently share and explain their own traditions. Good quality discussions are achieved as the result of very good relations between pupils and teachers. Pupils are encouraged to express their views and to ask questions. From the reception classes, they have enquiring minds and are interested in imaginative ideas.
15. Attendance is well below the national average, as a result of extended visits to countries of family origin. Unauthorised absence is well below the national average. Pupils are punctual at the start of the day although are often slow to return to their classrooms after playtime.

## HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall and promotes the sound progress pupils make, although both teaching and learning are more effective in the reception year than at Key Stage 1. The relative inexperience of the current Year 2 teaching team significantly contributes to the difference between early years and Key Stage 1. Taken as a whole, teaching is not as strong as at the time of the previous inspection, and four per cent of lessons seen were unsatisfactory. However, the great majority of lessons seen were at least satisfactory and forty-seven per cent were good or better. Of these, sixteen per cent were very good and resulted in pupils making marked gains in acquiring new knowledge and skills, developing their ideas, and increasing their understanding.
17. Teaching in reception is good and this has been maintained since the last inspection. All lessons seen were at least satisfactory, seventy-one per cent were good or better, and fourteen per cent were very good. Teachers have a good knowledge and understanding of the needs of younger children as well as the curriculum and learning outcomes. Literacy and numeracy are both taught well. Teachers plan and structure activities effectively, using an appropriate mix of whole class, group and individual tasks, and also provide opportunities for pupils to choose and take responsibility for some of their own activities. Teaching and support staff work well together to support and reinforce learning, and manage children sensitively and effectively. This results in children settling in quickly to the routines of the school, working confidently and productively, and achieving well.
18. Characteristics of very good teaching were seen in a reception lesson in which all the children worked on mathematical activities. Tasks were matched closely to the differing needs of children, and both teacher and classroom assistant provided high quality support, intervening to extend children's knowledge and understanding. The children understood the purpose of their tasks and how they were building on previous learning. Children helped each other to learn through collaborative working, and a child at an early stage of learning English was enabled to develop both mathematical and speaking skills. Good use was also made of a computer program to support achievement. The teacher's subject expertise and carefully chosen methods resulted in high quality learning for all children throughout the lesson. Her enthusiasm provided constant challenge, especially in the basic skills of speaking, listening and numeracy, and in behaviour.
19. Teaching at Key Stage 1 is sound. The great majority of lessons seen were at least satisfactory, thirty-five per cent were good or better, and sixteen per cent very good. In the lessons seen, six per cent were unsatisfactory. Teaching is at least sound in all subjects, although insufficient teaching in art or geography was observed to make a clear judgement in these subjects. It is good in design and technology, and very good in music. This results in good achievement in these subjects. Teachers have appropriate knowledge and understanding, including the teaching of basic skills. This helps to achieve sound progress in literacy, numeracy and in the curriculum as a whole, although the teaching of writing is a relative weakness. This is largely due to limited opportunities provided for writing, both in English and in other subjects.
20. A strength in teaching is the management of pupils. Teachers have high expectations of behaviour, establish very good relationships in classrooms and are skilful in their use of positive strategies to achieve and maintain good attitudes. They also give clear explanations and guidance, particularly during the introductory focus element of the lesson. As a result, pupils settle very quickly to their tasks, know exactly what is expected of them and work confidently, sometimes enthusiastically. Teachers record the achievement of individuals and groups well, and use this information to plan future learning. Good examples of this were seen in English and mathematics lessons.

21. In most lessons the work is planned to link with learning in other subjects which increases its relevance to the pupils and promotes their interest and understanding. Teachers have high expectations of the pupils' capacity to use the specialist vocabulary of subjects as seen, for instance, in science and music. They use questioning skilfully to challenge pupils' thinking and help them increase their knowledge and understanding. Good examples of this were seen in mathematics.
22. Resources are used well during lessons, with a strong emphasis on practical activities to consolidate and extend learning in many subjects, including music. Good use is also made of other adults. Support teachers, classroom assistants and volunteer parents are carefully briefed and provide effective and sensitive support to individuals and groups that has a positive impact on their learning. The use of time is variable and often very good as seen, for example, in music. However, the lack of pace in some lessons, particularly for groups working independently, results in pupils losing concentration and interest in their tasks and, as a result, working less productively.
23. A significant weakness in unsatisfactory lessons and also in lessons that are otherwise satisfactory is a lack of clarity in the gains in knowledge, understanding or skills planned for individuals and groups. Where tasks are not matched closely to specific learning outcomes, the quality of learning is variable, progress is difficult to assess, and pupils are unclear about the purpose of their activity. Where the content of the lesson is linked to two subjects, there is not always enough distinction made between the planned learning for each subject. In an English lesson seen, for example, in which the lesson content was related meaningfully to current work in science, the class introduction focused too strongly on science learning, and gave insufficient attention to increasing knowledge, understanding or skills in English.
24. A related shortcoming is the match between planned learning and teaching methods, particularly in the grouping of pupils. There are examples of lessons where whole class teaching is very effective, and other examples in which group work is also very effective. On many occasions, however, the latter form of organisation results in a varied quality of learning for the different groups. Where groups make the best progress, they are enthused by the class introduction and begin immediately on a related task, monitored and supported by an adult. A review at the end of the lesson helps them reflect on their achievement, and reinforces and extends their learning. Where groups make the least progress, pupils' initial enthusiasm declines when they are given an unrelated activity. They work without adult support for too long a period, sometimes at a slow pace, and are unclear what to do when they have finished.
25. Throughout the school, teachers plan appropriately for both boys and girls and there is no variation in the progress they make. Teachers skilfully plan to meet the needs of different cultures so that pupils from all ethnic groups feel valued, work with resources and tasks that are relevant to their own experiences, and have equal opportunities to learn and achieve. Clear and appropriate learning targets are planned for pupils with special educational needs who, as a result of high quality planning and support, make good progress. The needs of higher attaining pupils are not met well. Tasks that do not place enough demands on them often limit their opportunities to make good progress in their learning.
26. Teaching meets the needs of pupils for whom English is an additional language well. There is a strong emphasis on speaking and listening, including role play, and on practical activities, and the school clearly values other spoken languages and scripts. Together with the high quality support provided for pupils at the early stages of learning English, these factors result in the pupils making good progress across the curriculum and very good progress in developing their English knowledge and skills. In a very good example seen, a support teacher helped Year 1

Chinese children perform a Chinese story to the rest of the class, accompanied by both an English and Chinese narration. The children extended their experience of story, followed instructions in English, and were able to translate key words between Chinese and English for the benefit of their interested and attentive audience.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

27. The range of learning opportunities for children in the reception classes are good and for pupils in Key Stage 1 they are sound. The breadth and balance of the planned curriculum throughout the school is good, and there has been significant improvement in creating and developing schemes of work for all National Curriculum subjects and religious education (RE) since the previous inspection. The long term plans have been carefully considered to ensure that all subjects are taught, mainly through a series of topics or themes linked to books. These plans indicate many links between each aspect of a subject, fulfilling the predominant aim of the school to provide a balance of experiences and prepare the children for life. In this respect all statutory requirements for the curriculum are met.
28. The weekly plans, prepared within year groups, ensure that each class has similar experiences and also explain in more detail how objectives for coverage will be carried out. The daily plans are more inconsistent. In the best cases they identify the specific objectives that pupils will be expected to learn during each lesson. More often they only repeat in more detail the coverage from the weekly plan. Whilst this ensures that work is balanced it does not provide sufficient support for teachers in planning learning for each pupil's ability. In general, short term planning meets the needs of reception children more effectively than for those in Key Stage 1. Thus, children in the reception year make good progress as the result of carefully planned activities that are matched well to their ages and stages of learning.
29. Provision for pupils with special educational needs is good. The school meets their curricular and other requirements as set out in statements of special educational need and in individual education plans, and ensures all pupils receive their entitlement to a broad and balanced curriculum.
30. Planning for children under five takes good account of the areas of learning for children in the early years, and makes good provision for purposeful play and for children to choose some of their own activities. There is a strong emphasis on personal development, language and mathematics. However, the lack of a designated outdoor space and resources such as wheeled toys and climbing equipment limits aspects of their physical development. The strategies and methods used in the reception classes are very relevant and provide pupils with many good learning opportunities. In a mathematics lesson seen, for example, tasks were matched closely to the gains in knowledge, understanding and skills planned for the differing needs of children within the class. In this lesson the pace of learning was kept high throughout by using relevant and appropriate strategies both for children under five and for those working on the National Curriculum.
31. Within Key Stage 1 and especially in Year 2 the opportunities are not as good. This was exemplified in a lesson in which the initial focus was English and followed an excellent experience the previous day in which a teacher performed in the role of Dick Whittington. The level of enquiry by the pupils during the role-play session was very high. During the follow-up lesson the teacher provided a very good preamble and discussion when she drew out many good historical features about living long ago. This helped improve skills in speaking and listening as well as historical knowledge and understanding. However, the organisation of group work that

followed meant that, although enthused by the talk, a number of pupils did not have an immediate opportunity to record their views and showed their disappointment. In addition, another group of six, who were asked to write letters, only had minimal direction from the teacher. They concentrated well and fulfilled what had been asked. However, after a very short period they felt they had completed what was asked of them and started to finish the work by drawing pictures. They were not given a clear objective to improve their skill in letter writing and hence were not able to practise the particular style and format at a level appropriate to their age and ability.

32. Literacy and numeracy are taught using adapted versions of the national strategies. Some of the planning detail is used and, especially in literacy, there is a sharp focus on the small steps in learning needed to ensure objectives for improvement are clear. Planning for the use of recording and writing in other subjects is weaker. There are few examples of extended writing, either in English or in other subjects such as history or RE, and this contributes to the lower standards in writing at the end of the key stage. Teaching of numeracy is effective although the national strategy is at an earlier stage of development. The assessment sheets being devised show that teachers focus on learning more closely.
33. Provision for the arts is a strength of the curriculum, and valued by parents. This is seen through work in music, art and literature, and pupils benefit from the emphasis the school puts on special events to enhance the arts curriculum. These include, for example, opportunities for pupils to enjoy and perform in concerts, and to take part in other events including art days, national poetry and world book celebrations. There is also good provision for personal and social education within the curriculum, including health education, sex education and attention to drug misuse.
34. All pupils, including those with special educational needs and those with English as an additional language, have equal access to the curriculum. In many cases appropriate methods are used to ensure that all abilities have equal opportunities. These include the use of special days such as the one for art. The large murals produced at the end of this were a credit to the planning and the expertise of teachers and specialists. However, at Key Stage 1 the lessons are not always suitable for the ability and age of all pupils within the class. Where group work is used inappropriately, learning is sometimes restricted for those who do not have the benefit of adult support or intervention, and thus their pace of learning is lower. However, the system does provide good opportunities for pupils to develop independence in their own learning. Planning also helps lesson preparation in indicating what resources will be needed.
35. The provision for spiritual, moral and social development within the curriculum is very good. Cultural development is excellent. Within assemblies there is a sense of enjoyment and sharing experiences. This is engendered through the warm relationships of the staff with the pupils and through good planning in the construction of the themes. A birthday assembly observed related well to pupils' own experiences. A candle was lit when children with birthdays had been identified. There then followed a period of quiet reflection focusing around the candle. However, its relevance to celebrating a birthday was not lost when the children were then asked to blow it out. Within lessons there are also opportunities to reflect on the beliefs and traditions of others, especially those from different cultures within the school.
36. Both moral and social education are enhanced through well-displayed playground rules, characteristically written in a language suitable for young children. Moral behaviour and tolerance underpins all the work of the school. The pupils have a strong sense of right and wrong and there is an expectation that pupils will know how to behave correctly. All staff treat pupils with respect and this is reflected in the calm and orderly feel to all aspects of the school.

Cultural understanding is central to the achievement of all pupils, and provides a climate that has a strong impact on the confidence and progress made by pupils for whom English is an additional language. Work across the curriculum, particularly art, music and RE, also helps pupils appreciate their own cultural traditions as well as the diversity and richness of other cultures. The school has maintained its high quality provision for pupils' spiritual, moral, social and cultural development since the last inspection.

37. The contribution made by the community to pupils' learning is very good. Support has been obtained through the acquisition of various grants and sponsorship. Additional funding has been obtained to provide teacher training in information technology (IT), a Royal Society of Arts 'Focus on Food' project is being undertaken with the help of a local supermarket chain, and visits and visitors further enhance the provision. The school has satisfactory links with other schools. Extra-curricular activities and work outside lessons are limited but appropriate for the age of the pupils.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school provides good systems for the care of its pupils. There are excellent arrangements for preparing children for entry into the reception class, as a result of which they settle quickly into the daily routines of the school. Pupils in all years work in a safe environment free from harassment or bullying, and where teachers know the needs of each child well. As a result, pupils are confident about approaching teachers if they have any concerns.
39. There are excellent procedures for identifying and supporting pupils with special educational needs, and for ensuring that the provision outlined in statements of special educational need is implemented. The classes for parents have had a marked impact on the personal development and achievement of some of the pupils on the special needs register. The school also makes good provision for the pupils for whom English is not their first language. High quality support is provided for those at an early stage of learning English, and careful records are maintained of individual attainment and progress.
40. Child protection is taken seriously, led by the headteacher who is the child protection officer. Procedures laid down by the local authority are well observed and staff know what is expected and the need for confidentiality. Training is up to date and new teachers are made aware of the procedures on joining the school.
41. The school has not always been successful in its efforts to improve good attendance. Additional family holidays and visits to countries of origin are often taken by the families of pupils from minority cultures. These rarely exceed ten school days but they do amount to a significant proportion of authorised absence. The headteacher discusses every application for such leave and points out the loss of valuable learning time, although her advice is not always taken. Registers are called correctly and reasons for absence recorded promptly. Parents are generally very co-operative.
42. The school is very successful in eliminating oppressive behaviour and promoting self-discipline and esteem. Children need very little supervision in the playground and are keen to try new games amongst themselves. However, the supervision at lunch is unsatisfactory. Current lunch-time arrangements place undue demands on the supervisory staff available, and the dining hall becomes very noisy. All adults within the school work well together to promote good behaviour, and earn the respect of the children. Bullying is not tolerated. Pupils are encouraged to resolve any differences and to say sorry if they are at fault.

43. The governing body is reviewing the health and safety policy and procedures to ensure all regulations are in place. Some improvements are needed. For instance, regular assessments are made of the premises and equipment but these are not always specific enough. Minor points for immediate action are noted and dealt with by the caretaker. The school has lost teaching time as a result of flooding, and the condition of the toilets and fittings are well below an acceptable standard. Security measures are in place and used wherever practical. A minor security matter has been reported to the governing body.
44. There is a well-devised programme of personal, social and health education with appropriate aims, and topics are covered in lessons and circle times. The community police constable helps with the personal safety programme and the school nurse with the health programme.
45. The systems for assessment and recording are good, have improved since the last inspection, and are in the process of further development. The co-ordinator has a good view of both the strengths and shortcomings in the procedures and is developing new formats. At present, all subjects have some form of assessment including good procedures for English and personal development. All teachers record assessment information well for the majority of subjects, but less effectively in history and geography, and the comprehensive records are not used consistently well by all teachers. Teachers have an appropriate knowledge of the attainment of individual pupils although this was not reflected in last year's national tests where there was a discrepancy between the levels predicted, for example in reading at the higher level 3, and those that were achieved. Lesson planning takes account of abilities but tasks, especially at Key Stage 1, are not always promoting sufficient progress. This is because teachers do not make clear the exact learning that will take place, and select the most appropriate activities and forms of grouping to ensure it is achieved. Thus, the use of assessment information is not ensuring that planned opportunities are matched effectively to the learning needs of all pupils. This is especially true of more able pupils who could achieve better standards, particularly in writing.
46. The school satisfactorily tracks the relative achievement of boys and girls, and procedures are being developed to compare the achievements of pupils from different ethnic groups.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. The very good relationship the school maintains with parents is a real strength and has improved since the previous inspection. Parents represent a wide diversity of background, many with differing educational expectations, and many who are not yet fluent in English. The extent to which parents of all social groups and cultures are welcomed, valued and integrated into the life and work of the school is outstanding, and very much appreciated by the parents. As one commented to an inspector, 'I have often felt a foreigner in this country but I have never felt a foreigner in this school'. The school is very successful in overcoming any language difficulties and at all times the partnership with parents is friendly and effective.
48. Most parents are satisfied with the progress of their children and the standards they achieve. However, a significant minority show some concern, especially for the progress of more able pupils, and the evidence from inspection provides some support for this view. There is a disparity of opinions about the amount of homework provided, and the concerns of working parents that they receive insufficient information are not well founded.

49. The standard of literature provided by the school is very good. It is factual, friendly and well received. Annual reports to parents are of a high standard. Although they are constructed using computer banks of statements, these have been specially tailored by the school to ensure they indicate what children can do, know and understand. Good targets for improvement are given and these are followed up at subsequent parents' evenings. However, some of the language used for writing these targets is not appropriate for parents. For instance, they contain expressions such as 'aural discrimination' without explaining what this means or how parents can develop this at home. Parents are informed of the personal and social development of their children. A reception report, for example, refers to developing self-confidence and independence, and Year 1 and 2 reports refer to pupils' behaviour and their interaction with other children.
50. In addition, the school conducts regular evening meetings to explain what they do and how parents can help at home. These include discussions on educational philosophy, the value of independence in school and at home, and approaches to reading and writing adopted by the school. A programme of parenting classes has been developed since the last inspection. This has been very successful, is highly valued by parents, and there is evidence of resulting improvements in pupils' attitudes and learning. The school involves parents of pupils with special educational needs closely in planning and reviewing their children's learning. The school encourages parents for whom English is not their first language to work together with their children and to become more integrated in the school. Some of these parents hear their children read in more than one language.
51. Parents regularly volunteer their services in the school. They are well briefed, provide high quality support and their help is a great benefit to children who see adults working together. Almost all parents hear their children read at home and help with spelling. There is a joint parent teacher association with the junior school, which raises funds for the benefit of pupils of both schools.
52. There are very careful arrangements for introducing children from the many nurseries and other pre-school settings in the area. As the majority of pupils will go on to the junior school, the heads of both schools are involved in showing prospective parents the school and its activities. An individual programme is devised to suit each new child so the transition is as smooth as possible. When pupils go on to the junior school, they are welcomed by a 'buddy' with whom they have already made contact.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The school has a strong and distinctive sense of purpose derived from good leadership, complemented by the teamwork of a committed staff and governing body. The staff of the school work as a close knit team in which each person understands their role and responsibilities and takes pride in the strength and support that the team offers to each of its members. This finding is similar to that of the last inspection. At senior management level the skills of the headteacher and deputy are complementary and they communicate a consistent and purposeful backing for the staff and the work of the school. The newly constituted governing body is well informed, involved in training to increase the understanding of its committees, and aware of the strategic issues which face the school. Governors are regularly involved in the school and both support and challenge the headteacher. They fulfil their responsibilities well but, at this early stage of the governing body's formation, their procedures for monitoring the performance of the school are underdeveloped.
54. Since the last inspection the work of the subject co-ordinators has been developed and, through the schemes of work and assessment material they have produced, they now provide a better

starting point for the work in their subjects. Through the year group curriculum meetings they are able to help with putting this planning in place. However, aspects of the role remain underdeveloped. Monitoring of subjects is beginning but few co-ordinators appreciate the significance of monitoring and evaluation across the year groups as a way of getting a complete picture of the performance of their subject. Co-ordinators have limited involvement in managing a budget.

55. The headteacher is well informed of the work planned for each class and meets individual teachers regularly to discuss the work they undertake and the progress of their classes. However, this monitoring does not provide sufficient insight into the implementation of the work or provide enough information against which to assess the effectiveness of methods, the use of time and the deployment of personnel. Similarly, detailed analysis of baseline and national test data, as well as the wealth of information the school has about its pupils, is at an early stage of development.
56. The governing body carries out its responsibilities with regard to pupils with special educational needs, and the procedures, which take good account of the Code of Practice, are managed very well by the two teachers who jointly share the responsibility for co-ordinating special needs.
57. The school continues to make good use of its development plan. The planning process is comprehensive and results in the identification of very clear priorities that are shared by the staff. Action planning is specific and manageable. This process is closely linked to the planning of the budget and ensures funds are well targeted. Governors review and discuss the targets before the budget is agreed, but could play a more significant role in the earlier stages. Careful account is taken of the principles of best value in the school's management and use of resources.
58. Financial planning is good and the day to day management of the school is unobtrusive and efficient. The office makes limited use of information and communications technology but is developing its use. The school provides good value for money.
59. The school is well provided with appropriately qualified and experienced teaching staff to meet the demands of the curriculum and the needs of its pupils, including those with special educational needs and those learning English as an additional language. There are careful arrangements for the induction of staff new to the school. Good use is made of specialist expertise in, for example, music and art, to benefit pupils throughout the school. Although support teachers and assistants make a positive contribution to the progress pupils make, current arrangements for their use require review to ensure they are deployed to maximum effect.
60. Despite considerable problems with the structure of the building and its maintenance, the school has created a stimulating and welcoming environment. The rooms are bright and carefully organised to support learning. Displays in classrooms and shared areas are used well to celebrate pupils' achievements. Both the hall and library are well used throughout the day. The dining hall is less satisfactory and in poor condition, and the environment it provides is in stark contrast to the rest of the school. There is no provision for a designated play area for the under-fives and the school has no large play apparatus such as climbing frames or bicycles for their use. Learning resources are sound overall, but good in the range and quality of books for English, and also resources for art, design and technology, and music. Dealing with the unsatisfactory condition of the building and site is placing inappropriate demands on the time and energies of the headteacher and governing body.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to raise standards further, the headteacher, governors and staff should list the following specific matters as issues for action in the school's post-inspection plan:

(1) **Raise standards in pupils' writing, by:**

- providing more frequent opportunities for sustained writing,
- improving standards of presentation,
- making more use of writing opportunities across the curriculum,  
(Paragraph numbers 2, 4, 74, 79)

(2) **Raise standards of teaching at Key Stage 1, particularly in English, mathematics and science, by:**

- making clear the increases in knowledge, understanding or skills that are planned for each group and activity in each lesson,
- matching teaching methods more closely to what the teacher wants pupils to learn,
- ensuring that tasks meet the needs of all abilities within the class, including higher attainers,
- making better use of time in lessons,
- improving the use of assessment information to plan learning.  
(Paragraph numbers 16, 19, 22-25, 45)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- (1) The school's systems for evaluating its own performance  
(Paragraph numbers 54, 55)
- (2) Minor health and safety matters mentioned in the report  
(Paragraph number 43)
- (3) The deployment of support teachers and assistants  
(Paragraph number 59)
- (4) Outdoor provision for children aged under five  
(Paragraph numbers 60, 69)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

|  |    |
|--|----|
| Number of lessons observed   | 45 |
| Number of discussions with staff, governors, other adults and pupils | 37 |

### *Summary of teaching observed during the inspection*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 16        | 31   | 49           | 4              | 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) |         | 262     |
| Number of full-time pupils eligible for free school meals        |         | 9       |

*FTE means full-time equivalent.*

#### **Special educational needs**

|   | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       |         | 1       |
| Number of pupils on the school's special educational needs register |         | 47      |

#### **English as an additional language**

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 120          |

#### **Pupil mobility in the last school year**

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 23           |
| Pupils who left the school other than at the usual time of leaving           | 25           |

**Attendance**

**Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 7.7 |
| National comparative data | 5.4 |

**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**

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 33   | 54    | 87    |

| <b>National Curriculum Test/Task Results</b> |          | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above    | Boys     | 30             | 31             | 29                 |
|  | Girls    | 48             | 50             | 48                 |
|  | Total    | 78             | 81             | 77                 |
| Percentage of pupils at NC level 2 or above  | School   | 90 (81)        | 93 (82)        | 89 (86)            |
|  | National | 82 (80)        | 83 (81)        | 87 (84)            |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 26             | 26                 | 32             |
|   | Girls    | 46             | 43                 | 50             |
|   | Total    | 72             | 69                 | 82             |
| Percentage of pupils at NC level 2 or above | School   | 83 (81)        | 79 (82)            | 94 (91)        |
|   | National | 82 (81)        | 86 (85)            | 87 (86)        |

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

### *Ethnic background of pupils*

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 7            |
| Black – African heritage        | 15           |
| Black – other                   | 0            |
| Indian                          | 17           |
| Pakistani                       | 11           |
| Bangladeshi                     | 2            |
| Chinese                         | 11           |
| White                           | 85           |
| Any other minority ethnic group | 28           |

*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) | 12.3 |
| Number of pupils per qualified teacher   | 21.3 |
| Average class size                       | 29.7 |

#### **Education support staff: YR – Y2**

|   |     |
|---|-----|
| Total number of education support staff | 6   |
| Total aggregate hours worked per week   | 115 |

### *Financial information*

|                |         |
|----------------|---------|
| Financial year | 1998/99 |
|----------------|---------|

|  | £      |
|--|--------|
| Total income                               | 492207 |
| Total expenditure                          | 482854 |
| Expenditure per pupil                      | 1788   |
| Balance brought forward from previous year | 17995  |
| Balance carried forward to next year       | 27348  |



## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 262 |
| Number of questionnaires returned | 69  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 61             | 36            | 3                | 0                 | 0          |
| My child is making good progress in school.  | 45             | 49            | 3                | 0                 | 3          |
| Behaviour in the school is good.   | 45             | 46            | 7                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 26             | 35            | 22               | 9                 | 4          |
| The teaching is good.  | 39             | 54            | 3                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 26             | 45            | 20               | 1                 | 6          |
| I would feel comfortable about approaching the school with questions or a problem. | 58             | 33            | 6                | 3                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 39             | 39            | 13               | 0                 | 9          |
| The school works closely with parents.   | 42             | 54            | 1                | 1                 | 1          |
| The school is well led and managed.  | 55             | 35            | 0                | 0                 | 7          |
| The school is helping my child become mature and responsible.                      | 48             | 42            | 3                | 0                 | 7          |
| The school provides an interesting range of activities outside lessons.            | 25             | 35            | 13               | 10                | 16         |

*Note: As percentages are rounded up or down to whole numbers, some columns may not total a hundred.*

### Summary of parents' and carers' responses

The inspectors agreed with the parents' positive views of the school, especially the success with which the school fosters very good attitudes. The inspection evidence also confirmed the close partnership with parents, and good leadership and management. There were varied views from parents about whether the homework was too much or too little, and the inspectors judged it to be satisfactory. The range of activities outside lessons are also satisfactory taking account of the age of the children and the staff and resources available. The inspection evidence showed that parents are well informed about progress.

### Other issues raised by parents

Most parents at the parents' meeting were satisfied with standards although a significant minority felt standards were not high enough, particularly for more able children. The inspectors agreed that current standards could be higher, and that more able pupils are not sufficiently challenged. Parents valued the arts curriculum, and the successful integration of cultures. Parents showed great appreciation of the parenting

classes provided, and also the links with the junior school. Concerns about the teaching of reading were not supported by inspection evidence.

## **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. Excellent arrangements are provided for the induction of children into the three reception classes and these ensure that they make a happy and confident entry into the school. This judgement is in line with the comments made in the last report. The children's pre-school provision is very varied, but most have attended either play groups and nurseries or have experienced child-minder facilities outside or within their homes. On entry the children are assessed using the local education authority's baseline assessment test and results show that academic standards at that time are, overall, below the average expected for this age group. To some extent, this shortfall can be explained by the high proportion who are at an early stage of learning English when the assessments are carried out and which affects the performance of some children. In the same tests, children show a lack of dexterity in their physical skills, such as being able to cut using a pair of scissors and co-ordinating hand and eye movements when throwing and catching balls. In contrast, the children score highly in the area of independence. The majority of children are now well on the way towards achieving the standards expected for their age in most of the six areas of learning necessary for their development. However, their attainment in language and literacy, particularly in written English, is still below what is expected for their age, but is high in both mathematics and in personal and social development.
63. The teaching in the reception classes is good, the same as in the last report, and other adults in the classrooms are very well deployed in assisting the children's learning. The very good management of the children in a calm and purposeful classroom environment is effective in supporting their good progress. The work in the reception classes is well planned and very carefully co-ordinated by an experienced early years co-ordinator who is also the deputy headteacher. Good assessment procedures are in place to monitor the progress the children make both academically and socially. Suitable work is then provided to take them on to the next step in their learning. Classroom organisation is flexible and appropriate for this age group. It includes whole-class teaching as well as children working in groups either as independent learners or with adult support. In this way the needs of all the children, but particularly those with little knowledge of the English language and those with special educational needs, are being met well and good progress is sustained.
64. The personal and social development of children is very good and standards by the age of five are well above the expectations for their age. The school gives this aspect high priority and new entrants settle quickly into the routines. The children are encouraged to be independent and make choices. They can work on their own, alongside others and in groups, and get on very well together. The children are highly interested and responsive, taking part in all the activities provided for them with enjoyment. In all three classes the majority of children are able to work with very good concentration for their age and persevere in their learning. They co-operate well in play in the home corner, taking turns and sharing equipment. All staff act as positive role models for the children, helping them to form very good relationships and be mindful of the needs of others.
65. The children make good gains in their language and literacy development, but for the majority attainment is still below the expectations for their age by the time they are five. From the start of their school life children begin to develop their personal and social skills alongside those for speaking and listening. Staff in the three classes offer frequent opportunities for children to talk with an adult whilst they undertake their chosen activity and this actively extends their vocabulary. Role play situations in the home corner provide further opportunities for this. The

children extend their knowledge of books and stories through a range of activities and make good progress with their reading development. Their attainment in reading is very variable but overall satisfactory. Many are able to sound out initial letter sounds and use these to identify commonly used words. Others guess the meaning of words by looking at the pictures. A minority achieve well beyond what is expected and are fluent, independent readers. The children all enjoy reading and have the confidence to share their books with an adult. They like to talk about their favourite characters and make predictions as to how a story will end. In general, the children's writing skills are below the expectations for their age and many are at an early stage in their development. Letters are often ill-formed and the amount of work produced is sparse. This is partly due to the number of children at an early stage of acquiring English. However, whilst there are frequent, effectively organised opportunities for children to develop their speaking and listening and reading skills, there are insufficient planned writing opportunities across the areas of the curriculum.

66. Overall, children are working above the national expectations for their age in mathematics. They are provided with suitable practical activities for the development of their mathematical skills. The children gain a good foundation for future mathematical work through play activities and games with apparatus involving sorting and matching everyday things. In their practical sand and water play they develop an awareness of comparisons, such as 'full' and 'empty' and how much different containers will hold. At the same time they are enjoying themselves and increasing their mathematical vocabulary. The children are familiar with counting to ten and some can work out which numbers added together make six. They learn the properties of simple shapes and can distinguish the difference between a square and a rectangle. In one particularly good lesson, in which the whole focus was on mathematics, work was very well matched to ability and the challenge to all groups was particularly high. This resulted in especially good learning taking place not only in number work, but also in the application of mathematics to other areas of the curriculum such as design and technology.
67. The children's knowledge and understanding of the world is sound. It is developed through relevant topics and progress in this aspect of learning is good. Through visits to the local recycling centre, shops and a garden centre they become more aware of the main features of a town. They learn about different wild animals, such as lions and tigers, and the parts of the world in which they live. This work is extended further when the children visit London Zoo and the Natural History Museum. Their scientific knowledge and understanding is developed by a close look at the texture and properties of different materials, and discussion about whether they are natural or man-made. Aspects of healthy eating are introduced when making colourful vegetarian sandwiches. The children gain a deeper knowledge of the passage of time through the use of simple time lines made up of self-portraits and their birthday dates. In the development of more technological aspects of learning, the children are able to make models from a range of construction apparatus. They develop skills such as cutting, joining and building to make models and collage pictures. A few need a great deal of practice in this aspect of their work and still show low achievement for their age. Computer skills develop appropriately and many children are confident in operating a simple 'paint' program with appropriate use of the mouse. Visitors to the school, including members of different faiths, enhance the children's learning and teachers provide other stimulating experiences that encourage interest in this area of learning.
68. The children's learning is good in all creative areas and, by the time they are five, the children are well prepared to start on the National Curriculum. The children experiment with paint, learn cutting and pasting skills and show a steadily developing ability to express their own ideas through drawing and colour. The children make the most of opportunities to explore texture, for instance when weaving using a wide range of materials. They are gaining

knowledge of the styles of other artists. The children's work contributes to the attractive displays in all three rooms and there are good links with other areas of the curriculum. In music, children know a range of songs and hymns from memory and they sing sweetly and tunefully. They are enthusiastic about listening and responding to music and they move and clap in time.

69. The children's physical development is in line with what is expected for children of this age. They develop better manual control satisfactorily through the use of construction kits and show a growing control and ability to manage simple tools such as pencils, brushes, scissors and glue spreaders. However, a significant minority still find these skills difficult. The children enjoy the experience of working in the school hall and are able to get themselves ready for physical activities. They make good use of the area provided, moving into gaps and respecting the space of others. At times they are rather overcome by the excitement of the occasion. Boys and girls co-operate well together. They develop increasing co-ordination and control and, for example, are able to balance and take their weight on different parts of their bodies. All can interpret the music on a published tape and, through mime, enjoy enacting such movements as a cat prowling. The teachers plan carefully with due regard for safety. They realise that some children need more practice with hand-eye co-ordination when, say, throwing and catching balls and provision is made for this to take place. The lack of a secure, fenced area in the playground outside the reception classrooms limits opportunities for the children to improve their physical skills still further by the use of larger pieces of equipment such as tricycles or a climbing frame.

## ENGLISH

70. Analysis of the Key Stage 1 National Curriculum tests in 1999 shows standards in reading at the age of seven well above the national average, and above the average for similar schools. Standards in writing were above the national average, and in line with those achieved by similar schools. When compared to similar schools, reading standards were consistent with mathematics, but writing standards were lower. Teachers' assessments were somewhat lower than test results. They also showed the proportion of pupils achieving the expected levels for their ages in speaking and listening to be in line with the national average, with an above average proportion achieving higher standards. Over the last four years, standards in reading have improved at a faster rate than the national trend, although standards in writing have not matched the national trend.
71. The evidence from inspection is not consistent with national test results, nor with the standards found during the last inspection, and shows attainment for the current Year 2 pupils to be broadly average. This decline in standards compared to the last inspection is largely linked to the relative inexperience of the current Year 2 teaching team, and the temporary absence of the teacher responsible for co-ordinating both the year group and English.
72. By the age of seven pupils listen attentively and very effectively as shown by the appropriateness of their answers to questions. They express themselves clearly when developing and explaining their ideas to others. A significant minority of pupils show high standards, particularly in the extent and precision of the vocabulary they use. One pupil, for example, recognised and named a tricorn in a picture, and others use the specialist terms within subjects such as 'vibrations' and 'circumference' with ease.

73. Pupils are achieving sound standards in reading, and most are able to read and understand simple books with appropriate accuracy and fluency, using their knowledge of letters, sounds and meanings to read unfamiliar words. Higher attaining pupils read a range of texts accurately and fluently, and talk confidently about characters and events. Although the pupils enjoy books and reading, they have a limited knowledge of authors. However, the skills of using the simple classification system of the school library are well established.
74. Standards in writing are weaker although, for many pupils, the delay in their writing competence is linked to their early stage of learning English as an additional language. The pupils write in a range of formats including stories, autumn poems, recipes for Hallowe'en soup, postcards, New Year resolutions and letters. Most pupils communicate meaning clearly, using appropriate vocabulary, and showing some awareness of the reader. Simple words of one syllable are usually spelt correctly, and sentences are marked by capital letters and full stops. Insufficient attention is paid to presenting work well, including careful letter formation. Higher attaining pupils extend their ideas in a sequence of sentences using interesting and varied vocabulary, but there is little evidence of pupils sustaining the clarity and organisation of their writing well enough to achieve above average standards.
75. There has been significant development in the management of the subject since the previous inspection. This includes the planning and implementation of the National Literacy Strategy, with review and development to tailor it more effectively to the needs of the school. A revised scheme of work has been developed and there has been increased monitoring of teaching and progress. Other improvements include the range and quantity of books, including books in other languages, and greater consistency in learning approaches between Year 2 and Year 3 in the adjoining junior school.
76. The quality of teaching is satisfactory and promotes the sound progress pupils make in the subject. In the lessons seen all were at least satisfactory and almost a third were good or very good. Teachers manage pupils well and establish good relationships within the class so that pupils are well behaved, confident and keen to learn. They use assessment information well to group pupils and plan future learning. Teachers have high expectations of speaking and listening skills, and all groups of pupils achieve well in this aspect of English. Expectations of writing are lower, especially in Year 2, in the extent to which pupils can develop their own ideas in writing, and in standards of presentation. Careful attention is given to the needs of pupils for whom English is an additional language, as well as pupils with special educational needs, and good quality support is provided for them when appropriate. As a result, pupils at an early stage of learning English make good progress in increasing their competence, particularly in speaking, listening and reading. Pupils with special educational needs make good progress towards literacy and other targets in their individual education plans.
77. In a very good Year 1 lesson the teacher gave very clear explanations and guidance so that pupils understood the focus of the lesson and knew exactly what to do. She demonstrated good subject expertise through her demonstration of shared writing, skilfully drawing attention to features of writing that were appropriate for the pupils' stage of learning. During the word work section of the lesson the pupils were fully involved, through contributing their own ideas and by taking turns to play a game. This meant they remained keen and attentive throughout this part of the lesson.

78. A weak feature within lessons that are otherwise satisfactory is a lack of clarity in what the teacher intends the pupils to learn. As a consequence, although tasks are appropriate for the lesson content, they are not matched closely enough to planned increases in knowledge, understanding and skills for all the pupils within the class. In these lessons, pupils are unclear about the purpose of some of their tasks and work less productively than when engaged in other activities. It is also difficult for the teacher to evaluate the effectiveness of the lesson and the progress pupils make.
79. Work in English is usually linked meaningfully to learning in other subjects and this is seen, for example, in the planned purposes for writing which are often connected to learning in science, geography or RE. However, insufficient use is made of work in other subjects to promote writing skills.
80. Although the co-ordinator is currently on maternity leave, she has established good procedures for managing the subject, and there has been considerable monitoring of teaching, planning and standards. As a result, the school has already identified writing as an area requiring development. There are good procedures for assessing pupils' attainment and progress, and the school is particularly well provided with the quantity and range of high quality books. The curriculum is well planned at long-term level and takes good account of the national literacy framework. It is enriched by many special events including National Poetry Week and World Book Day, pupils' own performances and book fairs. The subject makes a strong contribution to the arts education provided by the school.

## **MATHEMATICS**

81. Attainment in 1999 in the national tests at Key Stage 1 was above the national average, fifty-eight per cent achieving the expected level 2, and thirty-one per cent achieving the higher level 3. Standards in the present Year 2 suggest pupils are on line to reach average standards with a small proportion being able to do better. Higher attaining pupils are not always challenged and the pace of lessons is at times too slow. Pupils in this year are confident when performing addition and subtraction, when they estimate, measure and compare mass and length, interpret simple graphs and name common shapes in two and three dimensions. They are able to apply this learning to games and to practical situations such as calculating change. Pupils are less confident in discussing their strategies for mental arithmetic and are slow to recall basic number facts. Higher attaining pupils are beginning to appreciate the way in which numbers interrelate and to use this knowledge to achieve solutions.
82. The quality of teaching is satisfactory overall, and at times good. It is best where the introduction spells out the purpose of the task clearly, where questioning checks pupils' understanding, and where regular intervention ensures that pupils remain focused on the work and teachers can give feedback as it progresses. Teachers use clear and unambiguous language and refer to appropriate mathematical vocabulary which they encourage pupils to use. Well targeted questioning by a teacher working with a group estimating the capacity of different shaped containers enabled some pupils to reason and then explain why different shapes might have equal capacity. Pupils responded to the challenge and really enjoyed testing their ideas. The plenary session briefly but effectively restated the purpose of the task and compared this with the pupils' findings. Teaching is less effective where the initial input is not followed up fairly quickly by the pupils or where the grouping chosen by the teacher reduces their opportunity to extend or support the task appropriately. In both cases the result is a loss of momentum for the lesson and insufficient direct teaching targeted at particular needs.

83. Teachers make good use of classroom assistants who are well briefed and provide positive support for the pupils. They also welcome the help of parents, readily absorbing them into the work of the class. Pupils respond well to adults, work well together and enjoy the opportunity to discuss their work and to obtain help and reassurance.
84. Planning for mathematics in the long and medium term is good and ensures that pupils are offered comprehensive coverage of the National Curriculum which is well integrated with other subjects. Good use is made of learning in other subjects to promote numeracy and other mathematical skills. For example, a music lesson investigating how sound travels provided an opportunity to discuss circumference and, in assembly, birthdays led to challenges in addition. The planning at these levels also addresses the need for pupils to build on previous knowledge. Planning is less purposeful in the short term. The school has only recently introduced the Numeracy Strategy and year groups are using different methods of incorporating its requirements into their planning. The planning indicates content to be covered but does not spell out what teachers want pupils to learn and how this will vary for pupils of differing abilities. Good assessment procedures are in place and more specific short term planning would sharpen these judgements.
85. The National Numeracy Strategy has been introduced, although is not being implemented through a discrete numeracy hour, and staff are beginning to develop successful ways to meet its recommendations. There is some loss of pace in the mental mathematics sessions. When these take place during snack time and pupils are drinking during the session, attention is not sufficiently focused and the expected pace and stimulation of the activity are not achieved. The teaching strategies selected do not always emphasise that the purpose of this session is to sharpen and develop oral and mental skills.
86. The co-ordinator for mathematics is only recently in post and has been concerned initially to introduce the recommendations of the Numeracy Strategy. She is aware that priorities for improvement will mean a review of short term planning, attention to pace in the lessons and regular monitoring of teaching to ensure the best adaptation of the Numeracy Strategy to the school's preferred method of working.

## **SCIENCE**

87. Standards in science are in line with national expectations by the end of Key Stage 1. In 1999 teacher assessment at the end of Key Stage 1 shows that the number of pupils reaching level 2, the expected standard for their age, was above the national average. The number achieving the higher level 3 was well above the national average. In 1997 and 1998 standards were also above national expectations. In comparison with the 1999 figures for schools of a similar background, teacher assessments are above average with regard to achievement at both level 2 and at level 3. Compared to the last report the attainment of pupils at the end of the key stage has declined. This is due to several factors, including changes in the intake into the reception classes, the lack of a science co-ordinator for some time, a less able group of pupils than last year and less experienced teaching in Year 2. In addition, formal teacher assessments at the end of the key stage do not take into account aspects of investigative and practical work, which are included in judgements on science in the inspection procedure. Attainment in Year 1 is good and this reflects the more experienced teaching the pupils receive in these classes.
88. Throughout the key stage all the pupils make good progress in their scientific knowledge and understanding and pupils with special educational needs and English as an additional language are well-catered for through group work and extra adult support. The pupils develop a suitable scientific vocabulary. However, the progress pupils make in the skills needed to achieve the

requirements of Attainment Target 1, with its emphasis on experimental and investigative work, is only sound. This judgement is less favourable than in the previous report. Teachers' short-term plans do not sufficiently match tasks to the needs of pupils of different abilities and the more able are not always sufficiently challenged by the group activities provided.

89. In Year 1 a book, in this case Jasper's Beanstalk, is used as the springboard to a cross-curricular approach. Experiments are carried out using different growing conditions and pictures of plant parts are labelled. Information technology skills are well integrated in support of this. Flowers are examined closely using magnifiers. Colourful paintings are produced based on the work of Georgia O'Keeffe and careful, close-observational drawings made of daffodils. Plant growth is measured and recorded. On the walls of all three classrooms there is evidence that the pupils can label body parts correctly.
90. In Year 2, pupils work in groups sorting materials into their various properties such as 'light' and 'heavy' and looking at their waterproofing qualities. In both activities there is too much teacher direction. In a lesson seen, the pupils were given insufficient opportunities to set their own criteria for sorting, to work out their own predictions about what will happen or set up their own tests. This curtails their scientific learning, although it helps to increase the vocabulary of pupils for whom English is an additional language. There is little progression from work seen on materials in reception. In a music lesson, in which the focus was on how sound travels, the pupils showed high attainment in science knowledge and understanding. In this there were excellent links with other areas of the curriculum and high expectations about pupils' capacity to understand and use specialist words such as 'vibrations' and 'sound waves'.
91. Overall, the quality of teaching at Key Stage 1 is satisfactory, although there is good and very good teaching in Year 1. Appropriate resources are always readily available. Lessons usually start with a recap of previous work undertaken, a follow-up session and a clear explanation of each group activity. In the best lessons, teachers help pupils build up an appropriate scientific vocabulary. In these, pupils have a clear understanding of how to record their work and class assistants and other adults are well deployed in helping groups complete activities successfully. Teachers' knowledge and understanding of the subject varies and, as a result, topics are sometimes introduced at an insufficient depth for the age of the pupils concerned. Teachers plan interesting visits to enhance learning in this area of the curriculum. These include one to the National Gallery to look at how plants and flowers are depicted by well-known artists and to the London Transport Museum linked to the pupils' work on forces.
92. Overall, the pupils' attitudes and behaviour in science lessons are good. They listen well to their teachers and to each other and make sensible responses to questions. They enjoy their work, but are not particularly enthusiastic when undertaking experiments. Their recording skills are unsatisfactory, with poor spelling and little evidence of standard or non-standard measurements being used. Most pupils work well in groups, sharing materials and equipment with each other. They concentrate on the activity in hand, but the pace at which they work is sometimes rather slow and tasks are not always completed within the given time.
93. There is a new co-ordinator for the subject who feels she has already raised awareness of the subject within the school. Good long-term planning is in place, which ensures an appropriate coverage of all aspects of scientific learning. The co-ordinator plans to review the present scheme of work in the light of the new national guidelines. Short-term planning needs to be more specific about learning objectives and the needs of particular groups of pupils. Appropriate assessment procedures are used which track coverage in the subject and a good extension to these, which covers learning objectives, is now being piloted. The school recognises the need to improve the teaching and learning of investigative and experimental

science and the support of the local education authority advisory teacher is being sought. The co-ordinator looks at year group planning, but has had no opportunities yet to monitor and evaluate classroom practice and give help and support to teachers less confident in delivering the practical requirements of the subject.

## **ART**

94. There were few opportunities to observe the teaching of art and so judgements are made on the basis of the curriculum plans, work seen and discussions with pupils and staff. Pupils make good progress in art and are developing work of a high quality. They make use of a wide range of media, have experience of different techniques, observe well and are developing skills for working in two and three dimensions. This is a finding similar to that of the last inspection.
95. From the outset pupils are encouraged to investigate colour. They know how to mix colours and put this to good use when painting portraits. Before starting they observe their own face closely, looking at the positioning of features and the colour of the skin tone. Colours are then mixed to try to achieve appropriate tones. The result over the three years is portraits of increasing detail and visual impact. The observation was also enhanced by considering the ways in which other artists have created portraits. These portraits exemplify well the careful and planned development of skill and technique which is a strength of the teaching. In Year 1 pupils made a series of drawings and collages to illustrate the story of the Very Lonely Firefly. Materials were chosen with thought to create effect and the work was completed carefully.
96. At all stages pupils take considerable care with their work. They are prepared to spend time and work patiently and precisely to achieve an effect. When drawing the face of a cat a Year 2 pupil notes features, discusses size and shape and then experiments with a pencil to get shading of the depth he wants to emphasise a particular feature. Other pupils are precise about the way in which they have made tiles, the use of a background colour, painting with natural colours and how to create pattern through making impressions on tiles.
97. The periodic art days and visits to galleries provide a strong stimulus for the work undertaken. Although pupils do not recall artists by name they describe paintings they have seen and liked and speak about 'all the greens', 'the curvy, curvy snake' and 'the god in metal uniform'. The art days offer an opportunity for pupils to spend a longer period of time engaged in art activities, to learn new techniques and to create larger scale and co-operative work. The quality of the paintings on silk of fruit and patterns, and the batik, indicates clearly the value of these activities. It is also indicative of the value the school places on art which is absorbed by the pupils.
98. Art work is often undertaken as a group activity. This allows freedom to experiment and develops a self reliance in the pupils. However, there is often insufficient intervention from the teacher to assist pupils' efforts and to reinforce the value of the task.
99. The subject is very well managed and benefits from an experienced and well informed co-ordinator. The framework for each year is thorough and provides a good basis for progression. The co-ordinator provides support for work in the year teams and informally monitors the outcomes. Further improvement will come from more formal monitoring of the teaching and the implementation of the new pupil record.
100. The whole environment of the school provides visual stimulation. Display in classrooms and around the school is extensive and of a good quality and contributes substantially to pupils' learning.

## **DESIGN AND TECHNOLOGY**

101. The progress made in learning through the school is good. Pupils are given regular opportunities to use design and technology in a variety of situations to develop skills in model-making, designing structures and in food technology. A particular strength in learning is the way that pupils are able to use their knowledge to develop better understanding. Work is balanced between teacher-directed tasks such as making small cars with axles and wheels and opportunities for pupils to make their own design choices such as when choosing materials for making puppets.
102. The policy is that pupils should experience each area of the curriculum during their time at the school. The planning shows that this is what happens. An activity based around the subject is encountered during most terms and this helps ensure that pupils' learning is both progressive and continuous. At present, there is a very strong emphasis upon food technology as the school is part of a major sponsored study on changing attitudes to healthy eating. By working with a high street supermarket the school has obtained considerable assistance in return for providing statistical evidence. During the inspection lessons were seen of this work in operation. In a Year 1 class pupils were making a Greek yoghurt salad. The practical work was being undertaken by a small group whose first language was not English. To help them learn a wider vocabulary the assistant was explaining words such as 'ingredient' and trying to get each pupil to speak about the contents of the salad. In addition, they explained what they had been doing to the rest of the class who then had the opportunity to try out the finished product. Learning here was very good for all pupils, especially those learning English as an additional language. In the work and lessons seen there is insufficient emphasis on reflecting upon what has been produced and how it might be improved. This would better prepare older pupils for their work in Key Stage 2.
103. Teaching is good overall. Teachers have good subject knowledge and a clear understanding of the characteristics which distinguish design and technology from art. Consequently, questions are asked of a technical nature such as how structures can be made, as well as how they might be decorated. Resources are used well, as is time. Classroom assistants contribute fully to the lessons and support the planning that is done. Pupils are organised well in groups and are able to complete work. In a reception class, for instance, all pupils have been able to complete a claywork figure of a cat linked to the topic theme for this term.
104. The very experienced co-ordinator has monitored the planning and delivery of lessons well. She has the benefit of being able to observe these during her work as part of the special educational needs team. The revised draft policy explains clearly, especially to other non-specialist teachers, how best to incorporate the subject. The co-ordinator also arranges in-service training using both her own expertise and that of outside specialists. The subject, whilst reported upon favourably at the time of the last inspection, has improved further. More work has gone into ensuring teachers are confident about their own ability and into increasing the amount of resources available.

## **GEOGRAPHY**

105. During the inspection it was not possible to observe any geography lessons and there is little written evidence in pupils' past work of areas they have covered. Year 2 pupils interviewed could not remember very much about their work in this subject except recent expeditions to the shops. However, it is clear from planning and work on the classroom walls that all pupils have an increasingly sound depth of factual knowledge and understanding about their local environment and places further afield and that sufficient progress is made in this subject. Achievement by the end of the key stage is satisfactory but shows a decline since the last inspection when pupils' attainment was said to be excellent.
106. Much of the work is based upon story books, and early mapping skills are developed around such events as Preston's journey. Knowledge about localities further afield is extended through the use of world maps to highlight places visited by, say, Flying Ace Sam and the cats who like to hide in boxes. The rich cultural diversity of the school is used well to pinpoint the countries of origin of the pupils' families. In Year 2 the pupils make comparisons between a large shopping complex and shops in their own locality. Parental involvement enables them to visit a large shopping complex out of school time, as well as a local supermarket with their teachers. Appropriate block graphs are made of the range of shops seen in each of these localities. There is evidence of environmental issues being raised and posters made to highlight these.
107. Insufficient teaching was observed on which to make a judgement. However in one part-lesson, in which the focus was on another subject, the teacher's use of her own photographs of rice growing in Indonesia successfully captured the pupils' interest. They were astounded that a year ago, almost to the day, she had been in that part of the world. There is little evidence of the pupils' writing or recording in this subject as work is taken home. This means that the older pupils have limited opportunities to look back on their past work and build on previous knowledge and understanding in the subject. There is little evidence of work being matched to the needs of differing abilities, particularly of more able pupils.
108. There is a new co-ordinator for the subject and a scheme of work has been written. This is an improvement since the last inspection. There is also a termly timetable, showing what areas are to be covered by each year group. Whilst this new long-term planning is good and ensures appropriate coverage over the key stage, its expansion into how and at what level skills are to be introduced is not yet in place. There is insufficient monitoring and evaluation by the co-ordinator of what is actually being taught in each year group. Plans are in hand to compile a portfolio of exemplar work to inform future planning.

## **HISTORY**

109. During the inspection it was only possible to observe one history lesson and there is little written evidence in pupils' past work of areas they have covered. Year 2 pupils interviewed could remember work on Louis Braille and Guy Fawkes and that they had talked about old irons and candlesticks. They could not remember looking at any old houses or asking their grandparents questions about the past. However, sufficient evidence was available in planning and work and displays around the school to indicate that teaching and pupils' achievement in history are satisfactory. This is a regression since the last inspection when very good standards of achievement were observed.

110. Pupils gain a sound factual knowledge and understanding about similarities and differences between things today and in the past through, for example, discussion about old artefacts and a visit to the Transport Museum. The planning indicates that pupils learn about a great range of famous people, including Martin Luther King and Nelson Mandela. In Year 2 there are displays about Louis Braille and his work, and good cross-curricular links are made with science. In Year 1, self-portraits and dates of birthdays are used to help pupils understand the passing of time, but their knowledge of chronology is not sufficiently extended in Year 2. The one Year 2 lesson observed was based on a book about Dick Whittington. Whilst the teacher read this well, with appropriate expression, follow-up discussion with the pupils showed she had not undertaken sufficient prior research. The opportunity to discuss the difference between fact and fiction was missed.
111. History really came to life in a Year 2 group meeting in the hall when a governor, a qualified teacher, dressed up and performed in role as Dick Whittington. Her performance held the undivided interest of the pupils for a considerable length of time. They had many sensible questions to ask and really enjoyed the experience. The progress made in their learning through this quality of experience was good.
112. Inflexibility in classroom organisation means that the pupils' enthusiasm raised in whole class introductions is not always built upon immediately in the follow-up group sessions. The pupils have to wait for their turn to write about what they have experienced and it can be several days before this happens. Free writing about historical aspects of their work is sparse and the pupils, especially the more able, do not face sufficient pace or challenge in the way they respond to recording their thoughts and ideas.
113. There is a new co-ordinator for the subject and a scheme of work is now in place. This is an improvement since the last inspection. Whilst the long-term planning is good it is not sufficiently developed into what skills, knowledge and understanding are to be taught in and across each year group to ensure appropriate progress. The monitoring and evaluation role of the subject co-ordinator needs to be developed in order for improvements to be made to class teaching and support given where necessary. Shortcomings in the use of assessment procedures make it difficult to track pupils' progress in the subject and to plan suitable future activities. There is no collection of exemplar pieces of pupils' work to show teachers new to the school how learning objectives can be met or to provide evidence of adequate coverage at a sufficient depth.

## **INFORMATION TECHNOLOGY**

114. Standards in information technology at the end of Key Stage 1 are in line with those expected nationally. Year 2 pupils are able to use word processing packages with some confidence. They can enter simple sentences and the majority know how to use the keyboard to type in full stops and use capital letters. They have had various opportunities to use art packages linked to other curriculum work. In one class pupils have produced good examples of weaving designs. They have used different colours, repeated the patterns and printed out their finished product, and contrasted their work with making real weaving mats using wool and other materials. This demonstrated how well the school has been able to integrate the work in IT with real life uses. Pupils have also had experience of using instructions to control movement. There are displays of work showing how a square has been drawn by instructing a cursor to move around the screen. Whilst they needed help to achieve this, the level of expertise is that expected of a seven year old. Pupils have had limited experience of using CD-ROMs to find out information and this could be exploited more during investigative work.

115. Whilst the subject was reported upon positively at the time of the last inspection it has improved. Teachers now plan better opportunities for their classes and the quality of the hardware and software has dramatically improved. Teachers are more confident in how computers can be incorporated within lessons and are able to provide better programs to develop this.
116. Teaching throughout the school is always satisfactory and often good. The daily plans highlight when IT will be covered and activities are planned carefully. There is a good breadth of work in all the strands that are expected. Consequently, during the inspection examples were seen of word processing, number and language programs, art work, and programs to develop skilful use of the mouse and cursors. A very good lesson was linked to science in Year 1. The teacher had two objectives, firstly to enhance the learning about the parts of a flower and secondly to introduce a new IT skill of rotating an object. The ensuing discussion was vibrant and informative. Asked why the leaf that was to be added to the drawing should not be pointing downwards, pupils explained that the flower needed the sunlight. To enable this to be drawn the teacher then explained the use of the rotation button. Some pupils were then given the opportunity to practise this themselves. The flower was drawn, and annotations added to complete the picture. Pupils then printed this out. This lesson combined good teaching and learning and the pupils developed a new skill. Other examples in different year groups show that learning is progressive, building upon skills in a continuous way. Classroom assistants are used well to support this. When teaching and learning are satisfactory rather than good it is because more pupils could be given opportunities to use the computers each day.
117. The co-ordinator has produced a good action plan that highlights the correct issues that need to be addressed. These include the training of teachers, the development of internet use and the better use of assessment procedures. Co-ordination of the subject is good. To improve the provision, regular monitoring of the teaching would enable the co-ordinator to have a better view about use of the computers and the progress that is being made.

## MUSIC

118. Music is a strength of the school. Although only two lessons were seen during the period of the inspection there is enough evidence from teachers' planning, the lessons seen, and pupils' performance in assemblies, to show that achievement is very high. The standard of singing throughout the school, as well as the pupils' clear enjoyment of singing, are well above average and this was seen particularly in their performance of a Millennium song that they have recently recorded on to a compact disc. Year 2 pupils display knowledge of how sound travels, and considerable knowledge for their age of the conventions of standard notation.
119. The high standards found at the previous inspection have been maintained, and the scheme of work has been developed further to take account of national guidance. Plans are in hand to ensure provision meets the requirements of the revised National Curriculum.
120. In the two lessons seen the quality of teaching was good in one and very good in the other. The subject is taught by a music specialist whose high levels of knowledge and performance skills, combined with a natural rapport with young children and dramatic delivery, have a strong impact on the standards achieved. Well-chosen teaching methods, including a story approach to understanding notation, and a variety of practical activities, achieve and maintain pupils' interest and concentration effectively so that they work productively during lessons.

121. The subject is managed well by the co-ordinator who provides all the direct music teaching but works in close co-operation with class teachers to link work in music to learning in other subjects, and to extend musical experience beyond the music lesson. The curriculum is planned well and is enriched by opportunities for pupils to sing and perform at festivals and in concerts for parents. They are also able to see others perform. Although there are no extra curricular music clubs, plans are in hand for all Year 2 pupils to learn to play the recorder. The school's music provision makes a very strong contribution to the arts education provided, and is highly valued by the parents.

## **PHYSICAL EDUCATION**

122. Progress in learning is good in this subject. Pupils throughout the school are provided with a good range of different activities and this, along with the good teaching, ensures that progress is maintained over time. Pupils are able to take part in a variety of different games involving play, both as individuals and as part of a competitive team. Younger pupils practise throwing and catching using balls, beanbags and quoits and are competent in moving around whilst doing this. Older pupils can use their gymnastic skills to travel around the hall and in one lesson were adept at moving in the style of cats. They demonstrated prowling, eating and sleeping using their limbs to copy the animal's actions. There are also regular opportunities to take part in dance routines. Pupils can build up a sequence of movements and perform these to other members of the class confidently and with high levels of self-esteem. Classroom assistants provide extra links to physical education. Pupils who have difficulty with movement and control are given extra help with special exercises, sometimes working individually with one adult. This helps improve their motor skills.
123. Teaching overall is satisfactory and sometimes good. Lessons are planned carefully using comprehensive schemes of work. Teachers expect high levels of good behaviour. During lessons they reiterate the need to ensure that pupils move safely in restricted spaces such as the hall and that they must follow the direction of the teacher closely. Pupils respond positively to this and on occasions they work very quietly with high levels of concentration. Most teachers are confident to teach the subject, although there are some cases where this is not so evident such as with dance. Teachers encourage and praise their pupils' work. They demonstrate how to improve and ask pupils to show what they have achieved. These methods all help increase the learning opportunities. Both teachers and pupils are changed into appropriate clothing for physical exercise and even the youngest pupils are able to undertake this, in the main, independently. There are opportunities at different times of the year to use outdoor facilities such as two fields for team games. A fun day takes place each year that enables all pupils to try out athletic activities.
124. The recently appointed co-ordinator has begun to enhance the provision of the subject by bringing in her own expertise in dance. There are schemes of work for all areas including the ways that health and safety can be incorporated within lessons. Consequently, there has been further improvement since the last inspection and this has supported the improved progress by all pupils.

## **RELIGIOUS EDUCATION**

125. As there was little recorded work in RE judgements are made against the planning for the subject, a few lessons observed, displays and conversation with pupils. RE continues to be regarded as an important subject in the school curriculum, as was noted in the last inspection, and pupils make good progress in their awareness and understanding of religion. The diversity of cultures within the school results in pupils being very aware that there are different faiths

and that these all have their own traditions and celebrations. A strength of the school is the way in which pupils accept the traditions of others and are curious and interested in other beliefs and practices. This learning is helped by the high quality of the school assemblies which not only give pupils a greater understanding of Christianity, but also encourage respect for the beliefs of others.

126. The school has a knowledgeable and experienced co-ordinator for the subject who has developed a framework for teaching closely allied to the locally agreed syllabus. The work is supported by relevant displays and, where appropriate, the use of artefacts. Also linked to the framework is a two year cycle of plans for assemblies which provides well for the exploration of a number of issues.
127. Pupils are encouraged to consider their own and others' feelings and showed their understanding of this in their adaptations of the story Not Now Bernard when they produced alternative and more sensitive responses to the child's questions. This sensitivity was also reflected in writing about 'My Special Person' which was original, considered and reflective. Using a familiar book, teachers helped pupils to consider the impact of pollution on our world and the way in which they are responsible for it.
128. In the few lessons seen during the period of the inspection, teaching was satisfactory. Teachers manage pupils skilfully, and select teaching methods well to promote learning in this subject. Pupils enjoy contributing comments and ideas to a discussion and are confident when telling the class about their own religious practices. After sharing information about the festival of Purim children share Haman pastries brought by a Jewish child who explains the significance of the tradition. Others question a Muslim visitor who explains the rituals of prayer and allows the children to see and hold a prayer mat. They understand that Pancake Day marks the beginning of a special period in the Christian calendar and link this to their knowledge of the way in which food plays a part in the rituals and traditions of other faiths.
129. In assemblies pupils listen carefully. Visitors from different faiths are often involved and lead assemblies connected with their own particular festivals. In turn, pupils also visit places of worship including the synagogue, a mosque and Christian churches. The school successfully exploits the opportunities created by the diversity within it to enhance pupils' learning and experience.