

# INSPECTION REPORT

**Yeading Infant School**

Hayes

LEA area: Hillingdon

Unique Reference Number: 102404

Headteacher: Mrs Neena Viridi

Reporting inspector: Ms Alison Grainger

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> September 1999

Under OFSTED contract number: 706629

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
Type of control:	County
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Carlyon Road Hayes Middlesex UB4 ONR
Telephone number:	0181 573 3389
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Roe
Date of previous inspection:	22 - 25 April 1996

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J Bayliss, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Efficiency of the school
T Edwards	Equal opportunities English History	
C Coombs	Special educational needs Science Religious education Physical education	Spiritual, moral, social and cultural development
J Denton	Mathematics Information technology Design and technology Under-fives	Curriculum and assessment Staffing

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## MAIN FINDINGS

### What the school does well

- Pupils' attainment in mathematics and religious education is above the expected standards at the end of Key Stage 1. Standards of singing are high.
- The school's strategies for literacy and numeracy are good and result in pupils making good progress.
- Science and religious education are well taught and pupils make good progress.
- Teaching in the nursery is good, and children make good progress.
- The curriculum in the nursery and at Key Stage 1 is good.
- The provision for pupils with special educational needs and those for whom English is an additional language is good, and these pupils make good progress.
- Class teaching assistants are trained to a high standard and make a good contribution to pupils' learning.
- The provision for pupils' moral, social and cultural development is excellent, and for their spiritual development it is very good.
- Relationships at all levels are excellent. Pupils work and play well together and get on well with adults.
- Pupils have good attitudes to learning, and their response to the very good opportunities provided for their personal development is excellent.
- There are high expectations of pupils' behaviour to which they respond very well.
- Procedures for assessing pupils' attainment in the nursery and at Key Stage 1 are very good and help teachers to meet pupils' needs.
- Procedures for promoting pupils' good attendance, their well-being, and health and safety are very good.
- Parents are provided with good information and encouraged to be involved in the life of the school.
- Links with the community make a good contribution to pupils' learning.
- The arrangements for the professional development of staff are very good.
- The accommodation is very good and is used well to support pupils' learning. There are many attractive and stimulating displays.
- The headteacher provides very good leadership and educational direction for the school. Her monitoring of the work of the school is excellent.
- The headteacher, staff and governing body are all committed to high standards and further improvement of the school.
- The school provides good value for money.

## Where the school has weaknesses

- The brightest pupils are not sufficiently challenged in writing and information technology.
- The time allocated to the curriculum is below the recommended minimum at Key Stage 1 and it is further reduced by the organisation of the school day.
- Pupils' attendance is poor and is very low in comparison with other schools, even though the school makes every effort to promote good attendance.
- The school prospectus and governors' annual report to parents omit some items required by statute.

**The school has considerable strengths, which outweigh the weaknesses, and is performing very well. The governors' action plan will set out how the weaknesses identified are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.**

## How the school has improved since the last inspection

The school has maintained its strengths, and has made good progress since its last inspection in April 1996 in rectifying the weaknesses identified. It has successfully continued the development of curriculum planning frameworks for all subjects and has recently reviewed and updated these. It has developed very good assessment procedures, although these are more formalised for the core subjects of English, mathematics, science, information technology and religious education than for other subjects. The school is continuing its work in this area. Marking procedures have been developed, and marking is much more consistent across the school. There is a new senior management team in place and the roles and responsibilities of each member, as well as those of the co-ordinators, are clearly defined in relation to monitoring the quality of provision. Monitoring by the headteacher has developed very well and is of the highest quality. The very positive ethos of the school has been maintained and strengthened. The accommodation has much improved since the last inspection both internally and in the grounds. Although not raised as a key issue at the time of the last inspection, attendance levels were poor and have not improved. The capacity for further improvement is very good.

## Standards in subjects

This table shows the standards achieved by seven- year-olds in 1998 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>
Reading	C	D
Writing	C	C
Mathematics	A	A

<b>Key</b>	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows, for example, that standards in mathematics in the 1998 tests were well above average nationally and in comparison with the results achieved in schools with pupils from similar backgrounds. In reading, pupils' performance was broadly in line with the national average, but below average when compared to similar

schools. In the 1999 tests, the percentage of pupils reaching the national standard, Level 2 or above, was similar to that in 1998 in reading. It fell slightly in writing and more significantly in mathematics. There was also a sharp fall in the percentage reaching the higher Level 3 in mathematics. There were seven pupils, who were unable to take the tests in 1999, included in the school's figures when the percentages were calculated. This will have adversely affected the figures for 1999.

Teacher assessments in science in 1998 showed pupils' performance as in line with the national average for the percentage reaching the national standard, Level 2 or above, but as below average for the percentage at Level 3. The same picture was evident when the results were compared to those achieved in schools with pupils from similar backgrounds. The 1999 results showed a significant fall. These results were also affected by the inclusion of the pupils unable to take the tests in the school's percentages.

The evidence of school work of pupils now in Year 2 is that standards in mathematics and religious education are above the expectation for their age. Standards in reading, writing and information technology are average. Science standards are also average. Singing standards are higher than those found in most schools.

At the age of five, children's language and literacy standards are below those normally expected. In mathematics, and in all other areas they are at the expected level, and in personal and social development they are above.

### Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Satisfactory	Good
Mathematics	Good	Good
Science		Good
Information technology		Satisfactory
Religious education		Good
Other subjects	Good	Satisfactory

Teaching is at least satisfactory in 94 per cent of lessons. There is good teaching in 42 per cent of lessons, with occasionally very good teaching. Teaching is less than satisfactory in six per cent of lessons.

The overall quality of teaching is good in the nursery and at Key Stage 1. It is satisfactory in the reception classes. At Key Stage 1, the teaching of English, mathematics, science and religious education is good overall.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school.
Attendance	Poor; very low in comparison with other schools. The school tries very hard to promote good attendance but the unauthorised absence is high. This is largely due to pupils taking extended holidays to visit families overseas while the school is in session.
Ethos*	Very positive. There is a commitment to high standards in the school. Pupils have good attitudes to work. Their relationships with each other, and with adults, are excellent, as is their response to the opportunities provided for their personal development.
Leadership and management	Very good. The headteacher, staff and governors are all committed to the development of the school, understand their roles and responsibilities, and have a shared vision. The headteacher's monitoring of the work of the school is excellent and she provides very good leadership and educational direction.
Curriculum	Good for children in the nursery and at Key Stage 1. Satisfactory for children under five in the reception classes. The nursery curriculum is stimulating for children under five. At Key Stage 1 it is well planned, broad and balanced, and provides well for pupils whose first language is not English. The curriculum for the children under five in the reception classes is not well enough linked to the areas of learning for children under five.
Special educational needs	Good. There is much support for pupils from teachers and class teaching assistants. Good account is taken of these pupils' needs in the planning of lessons and work at the right level is provided to support them in making good progress towards their individual targets.
Spiritual, moral, social and cultural development	Very good provision for spiritual development, and excellent provision for moral, social and cultural development. Provision in this area sets the right climate for pupils' learning.
Staffing, resources and accommodation	Very good accommodation with attractive and stimulating displays. There are sufficient teachers. Support staff are trained to a high standard. Arrangements for the professional development of staff are very good. There are satisfactory resources for learning.
Value for money	Good.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"> <li>• They are kept well informed about progress made by their children and are given a clear picture of what is taught.</li> <li>• Their children achieve a good standard of work.</li> <li>• The positive values and attitudes that</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of encouragement to play an active</li> <li>• The way in which the school responds to ren.</li> <li>• The work that children are expected to do at</li> </ul>

Inspectors' judgements, based on the evidence of the inspection, support parents' positive views. The school is welcoming and provides a very good quality of support and guidance. It has good links with parents and keeps them well informed about what is happening at school. No evidence was found during the inspection to support the views of the very small number of parents who expressed concern about some aspects of the school's provision.

Views of parents are based on the 5.4 per cent of parental questionnaires that were returned, and on the views of the six parents who attended the pre-inspection meeting.

## KEY ISSUES FOR ACTION

In order to build on the existing good practice, rectify the weaknesses and improve the quality of education in the school, the governing body, headteacher and staff should:

- ensure that the higher attaining pupils, and those who are potentially higher attaining, are fully challenged in writing and information technology by:

providing higher level writing activities that further develop awareness of the purpose of the writing, the need to take account the intended reader, and require more skilful editing;

using information technology to provide opportunities for research and skill development across the subjects of the curriculum;

(Paragraph numbers 7, 11, 32, 36, 61, 114, 132)

- review the structure of the school day to ensure that the time allocated for the curriculum at Key Stage 1 is the recommended minimum, and that time is not lost during the day;

(Paragraph numbers 37, 61)

- continue the current procedures for promoting good attendance, taking increased action including the involvement of community leaders, to make parents aware of the restrictions on their children's progress caused by extended holidays; and

(Paragraph numbers 25, 26)

- ensure that the prospectus and governors' annual report to parents include all items required by statute.

(Paragraph number 56)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the paragraphs given below.

Pupils are insufficiently challenged in whole-class music lessons.

(Paragraph numbers 32, 36, 166)

There are drainage problems on the playground which can lead to hazardous conditions in inclement weather.

(Paragraph number 53)

## **INTRODUCTION**

### **Characteristics of the school**

1. Built in 1939, the school is situated to the south of the London Borough of Hillingdon, close to the borders of Ealing and Hounslow. It serves a socially and ethnically diverse area in which there is a mixture of private, local authority and housing association accommodation.
2. The school has increased in size since it was last inspected in 1996 and is very large compared with other infant and nursery schools nationally. At the time of the inspection, there were 276 full-time pupils on roll in the reception year to Year 2, 139 boys and 137 girls. This included 53 children under five, 26 boys and 27 girls, in the reception classes. A further 130 children, 37 boys and 28 girls, were attending the nursery part-time for either morning or afternoon sessions. Children enter the nursery in the term after their third birthday and move to the reception year in the term in which they are five. This is a new arrangement for admission introduced in September 1999. Prior to this children entered the nursery at the age of four and did not enter the reception class until five. The overall attainment of pupils on entry to the school is below average except in their personal and social development. The percentage of pupils with special educational needs, 18.8 per cent, is below average. The percentage of pupils with English as an additional language, 47 per cent, is very high. Forty pupils are eligible for Section 11 funding. The percentage of pupils known to be eligible for free school meals, 20 per cent, is broadly in line with the national average.
3. The school aims to provide a welcoming, stimulating and lively atmosphere in which young children may grow, feel secure and realise their full potential. It seeks that children should enjoy their time in school, make progress and grow up with a positive self-image and respect for individuality. The school intends that children should think for themselves and feel for others. Current priorities for development include greater stability in staffing to ensure cohesion and continuity, implementation of the National Numeracy Strategy, developing the provision for rising fives in the reception classes and the establishment of the new governing body.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1998	48	63	111

<b>National Curriculum Test Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	49	60	63
	Girls	36	37	44
	Total	85	97	107
Percentage at NC Level 2 or above	School	77(74)	88(80)	97(83)
	National	80(80)	81(80)	85(83)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	53	61	59
	Girls	36	42	39
	Total	89	103	98
Percentage at NC Level 2 or above	School	81(80)	94(83)	89(85)
	National	81(80)	85(83)	86(85)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.3
	National comparative data	5.7
Unauthorised Absence	School	3.6
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	2
Satisfactory or better	94
Less than satisfactory	6

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

4. Children's attainment on entry to the nursery, in the term after their third birthday, is below the expectations for their age in all areas except personal and social development. In personal and social development, children are performing at the level normally expected of three-year-olds. By the time children leave the nursery, and enter the reception classes in the term in which they are five, they are on course to reach the Desirable Learning Outcomes in all areas except language and literacy. Many children have already attained the Desirable Learning Outcomes in personal and social development. By the age of five, children have reached the Desirable Learning Outcomes in mathematics, knowledge and understanding of the world, creative and physical development. Many have exceeded them in personal and social development. Children's attainment continues to be lower in language and literacy, with many not having reached the Desirable Learning Outcomes in this area.
  
5. By the age of five, children listen carefully and raise their hands to answer questions, although they do not always understand the language in which the questions are posed due to their lack of English vocabulary. Many do not readily contribute to discussion because English is not their first language. Most recognise their names in print, know that text is written from left to right in English, hold books correctly and attempt to tell stories from the pictures. They suggest words beginning with an initial letter sound such as 't'. Many are unable to write their names independently. Most children recognise numbers up to ten, and a few higher attaining children recognise bigger numbers, such as seventeen. They know simple two-dimensional shapes such as circles and squares and count the number of corners and sides. They sort objects according to criteria such as shape and colour and, through playing in the sand tray, have a simple awareness of capacity.
  
6. In the 1998 end of Key Stage 1 National Curriculum tests, pupils' performance was broadly in line with the national average in reading and writing and well above the national average in mathematics. The percentage of pupils reaching the national standard, Level 2 or above, was close to the national average in reading, above in writing, and well above in mathematics. The percentage reaching the higher Level 3 was below the national average in reading and writing, and close to the national average in mathematics. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1998 tests was below average in reading, average in writing, and well above average in mathematics. Teacher assessments showed a similar picture to the tests. Taking the three years from 1996 to 1998 together, pupils' performance in reading and writing was well below the national average, and in mathematics it was below. In all three areas, standards fell in 1997 compared to those of the previous year. In 1998, there was a clear improvement with standards reaching a higher

level than they had been in 1996. Over the three year period, girls performed better than boys in reading and mathematics. In science, teacher assessments in 1998 showed pupils' performance as in line with the national average for the percentage reaching Level 2 or above, and as below average for the percentage at Level 3. The same picture was evident when the results were compared with those achieved in schools with pupils from similar backgrounds.

7. The 1999 test results show a similar picture to those of 1998 for reading, a slight fall in writing and a more significant fall in mathematics for the percentages of pupils reaching Level 2 or above. There was also a sharp fall in the percentage at Level 3 in mathematics. Teacher assessments in 1999 show a significant fall in the percentages at Level 2 or above, and at Level 3, in science. A major contributory factor was that seven pupils in the year group were unable to sit the tests because they were new entrants to the country. The evidence of pupils' school work shows the present Year 2 to be performing at an average standard in English and science, and at an above average standard in mathematics. Standards have improved since the time of the last inspection, most markedly in mathematics. As at the time of the last inspection, the performance of potentially higher attaining pupils is restricted by too little challenge in English, especially writing.
8. By the end of Key Stage 1, pupils listen attentively to their teachers and to each other and enjoy hearing stories which they follow carefully. While many speak confidently as part of a large group and readily contribute ideas, taking turns to speak, they seldom participate in sustained discussion in lessons. They enjoy books and read for pleasure and to gain information. Most make effective use of phonic and word-blending skills when encountering a difficult word. They write for a range of purposes, producing stories, poems, news reports, letters and lists. Their spelling, grammar and use of simple punctuation is at the level expected for their age. Higher attaining pupils write at good length and draft and edit their work. Handwriting is usually neat and evenly formed. Pupils use their literacy skills well in finding information in books in subjects such as science. They competently make written records, label diagrams and write about religious stories. Speaking and listening skills are developed and applied well in other subjects of the curriculum such as geography and religious education.
9. Pupils count backwards and forwards from different starting points in ones, twos, threes and fours. Most count to a hundred and use addition and subtraction accurately. The highest attaining pupils count up to a thousand, subtract from numbers up to fifty, and multiply by five. Many others subtract from numbers to thirty, although lower attaining pupils need the help of apparatus and adult support to subtract from ten. In calculating with money, many count to one pound, but higher attaining pupils work with money up to two pounds. Most record the time to the quarter hour but higher attaining pupils understand greater detail of time. Pupils have secure data handling skills and analyse simple graphs. As at the time of the last inspection, numeracy skills are applied well in science, for example in the analysis of data.
10. Pupils have a secure body of scientific knowledge by the end of Key Stage 1. They have a good understanding of the life cycles of butterflies and frogs

and understand what plants need for growth, and that some foods are healthy while others are not. They have the expected understanding of materials and their properties and classify them according to criteria such as appearance. They make simple electrical circuits and have an understanding of physical processes such as the effect of sunlight on coloured paper. They show good independence in carrying out investigations, for example to test the strength of a bridge they have built.

11. Standards in information technology by the end of Key Stage 1 are in line with national expectations. Pupils competently load programs. They access tools needed for graphics, enlarge and reduce shapes and use commands to flood or spray them with colour. They use the keyboard correctly for simple word processing and 'save' their work. Pupils have the expected competence in using machines such as tape players and know how to use a programmable robot toy. They access the Internet with adult support. Information technology skills are not established across the curriculum although there are some good examples of work in this area contributing to progress in literacy. Potentially higher attaining pupils are under-performing due to current weaknesses in the provision with ordered software not having arrived in school and because teachers do not provide them with sufficient challenge.
12. Standards in religious education, at the end of Key Stage 1, are above those set in the locally agreed syllabus. Pupils have a good knowledge of principal world religions and the importance of faiths to those who follow them. They know, for example, that people of different faiths pray in different ways. They are familiar with stories, such as the Christian Christmas and Easter stories and the Hindu Rama and Sita stories.
13. Pupils' work in the non-core subjects of art, design and technology, geography, history and physical education is typical for their age. Standards of singing are particularly high throughout the school.
14. During their under-fives education children make good progress in the nursery as was the case at the time of the last inspection. Satisfactory progress is made in the reception classes in all areas of learning except personal and social development. There is sustained good progress in the nursery and reception classes in the personal and social aspect of children's learning. The difference in the rate of progress in the nursery and reception classes arises from the planned curriculum in the reception classes not being as closely related to the recommended areas of learning for children under five as that provided in the nursery. The school is currently addressing this. In language and literacy, children improve their ability to listen with care, and develop basic early reading and writing skills. In the nursery, they develop their counting skills well, as well as their understanding of pattern and sequencing of objects. In the reception classes, they gain an understanding of shapes and mathematical language. They also increase their awareness of pattern. In personal and social development, they become aware of routines, and make effective gains in working with others, taking turns and sharing in the nursery. In the reception classes, they increase their ability to work and play together, and develop independence in dressing themselves more quickly. They also become more aware of the importance of tidying up after themselves, such as when they have worked with the sand tray. They

increase their knowledge and understanding of the world in which we live, for example of the locality in which the school is situated and gain an awareness of the parts of their bodies. Children develop independence well in the nursery in creative activities such as painting and singing, becoming more aware of colours and sounds and build on this further in the reception classes. Good gains are made in physical development in the nursery through use of large outdoor play equipment. This is satisfactorily extended in the reception classes in physical education lessons in the hall in which children develop greater physical co-ordination and awareness of space around them.

15. Pupils make good progress across Key Stage 1 in English, mathematics and science. They increase their confidence in all aspects of language use. They make effective gains in their vocabulary and their ability to answer questions, as well as in listening with greater attention. They widen the range of texts they read and develop independence as readers. In writing, they become more aware of adapting language for different purposes. Pupils increase their confidence in working with numbers and in recognising patterns in numbers such as when they count in twos or threes. They more effectively transfer knowledge and understanding of skills gained in mental mathematics to their recorded work. Understanding of shape, space and measure, and competence in handling data and carrying out mathematical investigations, is developed. In science, pupils make good progress in developing and consolidating their knowledge, skills and understanding across all aspects of the science curriculum. Their body of scientific knowledge develops well, as does their use and understanding of scientific vocabulary. Pupils become more independent and confident in carrying out scientific investigations.

Satisfactory progress is made in information technology at Key Stage 1. Pupils increase their understanding of the functions of parts of the computer such as the mouse and keyboard and develop skills in their use. They develop greater independence in using the computer. While overall progress is satisfactory in information technology, it was hampered at the time of the inspection by the computers not being used fully to support the subjects of the curriculum due to software not having arrived in the school. Progress is good in religious education. Pupils increase their knowledge and understanding of world religions. They develop greater awareness of the importance of family and community life, and gain tolerance for the views and beliefs of others.

17. Progress is satisfactory in class music lessons at Key Stage 1. In singing practices, and in the preparation for school productions and assemblies, pupils make good progress. In all the other non-core subjects pupils make satisfactory progress as they move through the key stage. While the trend has been for girls to perform better than boys in reading and mathematics, there is no evidence of differences in the progress made by boys or girls in these areas, or in other subjects, either in lessons or in the work completed in pupils' books.
18. Pupils with special educational needs, and those for whom English is an additional language are very well supported to make effective progress. They make good progress in English in relation to their prior attainment.

Rapid progress is made in language acquisition by pupils whose first language is not English. At the start of Key Stage 1, many pupils' language development in English is below that expected for their age, but by the end of the key stage they are performing as well as most pupils across the country. Both groups of pupils make good progress in mathematics, science, religious education and music, in line with other pupils in the same classes. In all other subjects their progress is satisfactory, as is that of other pupils.

### **Attitudes, behaviour and personal development**

Children develop good attitudes to learning while they are under five. They work well individually and with others, for example when role playing in the home corner in the reception classes. They take great care of resources such as books, counting equipment, creative materials and items for use in the sand tray. They share these amicably with others and take turns, for example in using the large outdoor play equipment. Children are polite and attentive, concentrate well, and persevere when a task is difficult. They relate well to each other and adults, and their behaviour is very good.

Pupils at Key Stage 1 have good attitudes to learning. Most are well motivated, concentrate hard for long periods of time, and persevere when a task is difficult. Following introductions to lessons, pupils settle very quickly to their individual work. They listen attentively to the teacher and to each other during question and answer sessions at the start of lessons. They eagerly offer suggestions, for example about what should be written inside speech bubbles in a Year 2 literacy lesson. Pupils are curious and eager to learn. This is evident even when children are under five and there are opportunities for them to find out more about the wider world. Key Stage 1 pupils are keen to develop knowledge and understanding in subjects such as science. Year 2 pupils work well independently as they use information books to find out about life cycles. Pupils organise themselves well when working individually or in pairs. In a Year 1 mathematics lesson, pupils showed a high level of involvement as they worked together to measure a piece of string using a variety of non-standard units. Pupils respond particularly well to challenging work, for example when working with higher numbers than they have previously used in mental mathematics, or when trying to copy another pupil's balance in a Year 2 physical education lesson. The work in books, as well as that seen in lessons, shows that pupils take pride in their work and try hard to present it neatly.

Throughout the school, from the nursery to Year 2, standards of behaviour are very good. Pupils have a well developed sense of right and wrong and of how they should behave towards others. In lessons, most pupils respond very well to the school's expectations of high standards of behaviour. Around the school, pupils work quietly and sensibly and show awareness of others. A Year 2 class behaved impeccably as they toured the school in a geography lesson to check how well they had marked landmarks on their plans of the building. All classes move sensibly and quietly to the hall for assemblies or physical education lessons, or to the cloakrooms to collect their coats towards the end of the school day. In assemblies, pupils sit very sensibly and quietly and pay good attention, for example as the headteacher tells them stories or they listen to the successes of pupils who are 'stars' and are sharing their good work. Incidents of bullying are very rare. There were no

exclusions in the last school year and this figure has been static over the last three years.

The quality of relationships within the school is excellent, among pupils and between pupils and adults. Pupils understand and are respectful of the values and beliefs of others. They are supportive of each other, for example making helpful comments about each other's work during a Year 2 art lesson. In a literacy hour lesson, one pupil readily explained what was happening to another who had missed some of the activity. Pupils share resources very well, such as information books in a science lesson and wax crayons in a Year 1 art lesson. They take turns well when working in pairs on the computer. All pupils are polite and courteous. They show respect for school property and the belongings of others.

Pupils respond exceptionally well to opportunities to take responsibility, for example returning the register to the office, or offering to clear up after sand and water activities in the reception classes. They enjoy taking responsibility for each other, as when a Year 2 girl 'looked after' a Year 2 boy who felt unwell and needed to see the welfare assistant. Pupils greatly appreciate the excellent opportunities offered to welcome grandparents into school for a 'special' day, and through school productions and class assemblies.

Pupils greatly enjoy school. Their good attitudes to learning, very good behaviour and excellent response to the opportunities offered for their personal development, as well as their excellent relationships with each other and with adults, all make a very strong contribution to their progress and the standards they attain. Similar attitudes, standards of behaviour and quality of relationships were noted at the time of the last inspection.

## **Attendance**

The school's overall level of attendance is poor, and is very low in comparison with other schools. There has been no improvement since the last inspection. Despite close liaison between the school's welfare officer and the local authority's education welfare officer, and the headteacher's constant endeavours to have all parents understand the importance of attendance, both authorised and unauthorised absence levels continue to be well above the national average for primary schools nationally. There is, however, no problem of truancy.

The school's unauthorised absence level is so high because of the school's rigorous implementation of its attendance policy especially in respect of its treatment of the absence of pupils taking extended holidays to visit families in other countries. Extended absence from school has an adverse effect on the attainment and progress of the pupils involved. Punctuality at the start of morning and afternoon sessions is generally satisfactory. There are instances of lateness, but not excessive, and they do not disrupt lessons. Throughout the day, lessons begin and end on time.

## QUALITY OF EDUCATION PROVIDED

### Teaching

The good standards of teaching found at the last inspection have been maintained.

Teaching is at least satisfactory in 94 per cent of lessons, is good in 42 per cent and is occasionally very good. A very good numeracy lesson was observed in one Year 1 class. Teaching is unsatisfactory in six per cent of lessons. The overall quality of teaching of children in the nursery and in Years 1 and 2 of Key Stage 1 is good. The teaching of children under five in the reception classes is satisfactory. In subjects, the overall quality of teaching is good in English, mathematics, science and religious education at Key Stage 1. In all other subjects, teaching is satisfactory. There is some good teaching of music in singing practices and in the work towards school productions.

In the very good numeracy lesson seen, the teaching was particularly well focused and learning intentions were communicated to the pupils at the start of the lesson. The lesson was conducted at a very good pace, and any errors made by pupils were used as learning opportunities. A blend of questions of different types were used very effectively to challenge the pupils' thinking and assess their understanding of the work in progress. The teacher had high expectations of the standards that all pupils are capable of attaining, and pupils lived up to them well. As a consequence of these aspects of teaching, pupils made very good progress in the lesson.

In good teaching at Key Stage 1, lessons are well planned with learning objectives clearly identified. Activities are well matched to the lesson's purpose. In the nursery, a good range of activities is planned to promote children's learning in all areas of the curriculum. Teachers throughout the school have secure subject knowledge. Those in the nursery and reception classes are familiar with the recommended areas of learning for children under five, although their knowledge of how to provide for the Desirable Learning Outcomes is better established in the nursery than in the reception classes. The differences in teachers' knowledge is a consequence of the provision for under-fives being new this term in the reception classes, while it is well established in the nursery. Due to their better knowledge in the nursery, teachers plan lessons which include more effective language and literacy activities, and provide a wider range of activities for mathematics. Teachers' expectations of recorded work in mathematics are higher in the nursery than in the reception classes. At Key Stage 1, teachers are secure in their knowledge and understanding of the National Curriculum, and most have a good understanding of the National Literacy and Numeracy Strategies. The variations in teachers' subject knowledge in the nursery and reception classes is the major factor contributing to the better progress of children while they are in the nursery.

In lessons at Key Stage 1, teachers manage pupils and resources well. Resources are set up prior to the start of the lesson to ensure that no time is lost. Explanations and instructions are clear so that pupils are in no doubt about what is expected of them. Careful questioning ensures that pupils think carefully about the work they are given. Day-to-day assessment is used well

to plan the next step in pupils' learning. This was done well in a geography lesson in Year 2 when pupils checked the plans of the school they had created for accuracy. Praise is used well in lessons to acknowledge good work. In many lessons, the time at the end is used well to reinforce the learning that has taken place and for pupils to share their work with others. In physical education, there is effective use of demonstration by the teacher and other pupils. Safe practices are taught well in design and technology lessons. All these aspects of teaching support pupils in making progress.

The marking of pupils' work has improved considerably since the last inspection when it was raised as a key issue. The school has a new marking policy which is being implemented. Most teachers are meeting the expectations of the policy in providing positive feedback to pupils. Not all provide pupils with sufficient understanding of what they need to do to improve. Where this is done, pupils respond well and a positive contribution is made to their progress. There is a high standard of marking in one Year 2 class. Homework is used well at Key Stage 1 to enhance pupils' learning. In design and technology, pupils are given projects to do at home in which their parents may become involved.

Teachers plan well for the needs of pupils with special educational needs and those for whom English is an additional language. Work is well matched to their needs and to supporting progress towards the targets set in their individual education plans. There is very effective planned use of class teaching assistants to support these pupils. Class teaching assistants are well briefed and consequently make a strong contribution to these pupils' progress. There are insufficiently high expectations of higher attaining pupils, and those who are potentially higher attaining in written work in English and in information technology. This restricts these pupils' progress. In music lessons, teachers tend to underestimate the standards that all pupils are capable of attaining, and do not take sufficient account of pupils' musicality developed in singing practices and through work for productions.

Where teaching was unsatisfactory in music and physical education in one Year 2 class, the pace of the lessons was too slow and expectations of the standards all pupils were capable of attaining were too low. In an unsatisfactory geography lesson in Year 1, the lesson content was not linked to pupils' prior attainment, the task set was unrealistic for pupils just beginning Key Stage 1, and the explanations were insufficiently clear at the start of the lesson. In these lessons, the teaching resulted in pupils making unsatisfactory progress.

### **The curriculum and assessment**

A broad and balanced curriculum is provided for all pupils. The nursery curriculum is good and is planned to take full account of the recommended areas of learning for children under five. Activities are provided to support children in making good progress towards the Desirable Learning Outcomes for five-year-olds in each area. The curriculum is planned well to provide focused teaching for specific groups in an environment that allows many opportunities for children to make choices about what they will do and to initiate activities themselves. There is particularly good planning for language and literacy

and mathematics activities which do not require intensive adult support.

In the reception classes, which have just started to take children who are not yet five, the curriculum satisfactorily covers all areas of learning, but its organisation is much more formal than in the nursery. Good opportunities are provided for play within the home corner and children may make choices, for example about whether to use construction bricks or experiment in the sand tray. The mornings are very structured, however, and focus almost entirely on providing for language, literacy and mathematics although there are opportunities for play. The provision for children's physical development in the reception classes was unsatisfactory at the time of the inspection. This was provided for through physical education lessons in the school hall and children did not have opportunities to play outside with large equipment. The school is aware of the weaknesses in provision for under-fives in the reception classes and is still developing this area. Planning is under way to provide more flexibility and to take greater account of the Desirable Learning Outcomes for children under five. Equipment to support the children's physical development is on order and due to be in use in November 1999.

The curriculum at Key Stage 1 is good, covers all the subjects of the National Curriculum and religious education, and is suitably broad and balanced. It is taught to single age classes under a topic-based approach which provides full coverage of the curriculum. The emphasis is put upon language, literacy and numeracy. It provides for the development of pupils' knowledge, understanding and skills in all subjects as they move through the key stage. It does not, however, ensure that potentially higher attaining pupils are sufficiently challenged in writing or in information technology. There is also a lack of challenge in the level at which the curriculum is delivered in music.

The current time allocation for the curriculum at Key Stage 1 is below the recommended minimum and this is unsatisfactory. This is further exacerbated by time slippage during the school day. This is contributed to by the time allowed for pupils to drink milk and early ends to morning and afternoon sessions so that pupils can collect their coats from cloakrooms class by class. The school has a satisfactory policy to provide sex education through a topic-based scheme of work and communicates substance abuse awareness through visiting speakers, as part of its personal health and social education curriculum.

Policy documents are in place for all subjects. At the time of the last inspection, core subjects were well planned but there were weaknesses in the planning of other subjects. These have been eradicated and there are now planning frameworks for all subjects. Medium-term planning clearly identifies what is to be taught and to what depth, indicating assessment opportunities. It does not, however, always identify additional challenge for potential higher attaining pupils. This is an identified current priority for the school. There are plans to teach higher attaining pupils intensively in small groups for English and mathematics, and this is scheduled to be in place in November 1999.

The school had maintained its good provision for pupils with special educational needs and those with English as an additional language. The school ensures equality of access and opportunity with regard to the curriculum for these

pupils. Very effective support is provided by class teaching assistants and a teacher for English as an additional language. The school has taken steps to ensure all new staff are conversant with school procedures for curriculum and assessment.

There are no specific extra-curricular activities in the form of clubs or sport, but the curriculum is enriched by trips to the local area as well as visits to Osterley Park and House, and to Beale Park. A technology week involved parents in pupils' learning. A very well presented Christmas production allows pupils to develop and demonstrate their skills in dance, drama, music and singing. There are no specific curricular links with the junior school to which pupils transfer at the end of Key Stage 1, but all records are passed to that school.

The procedures for assessing pupils' attainment are very good both for children under five in the nursery and at Key Stage 1. There are agreed procedures for regular assessment against Desirable Learning Outcomes for children in the nursery. Key Stage 1 pupils are regularly assessed in literacy, numeracy, science, information technology and religious education every half-term. Teachers in year group teams discuss the assessment results and year group leaders analyse them. The English, mathematics and science assessments are also tracked by the headteacher against targets set for individual pupils. Results of assessment analysis are used well to inform future curriculum planning and to address the pupils' identified needs. They also highlight possible weaknesses in attainment in specific areas of a subject so that the curriculum can be reviewed when necessary. Children under five in the reception classes are presently assessed in relation to National Curriculum levels. The school is currently reviewing this and is on course to implement assessment in relation to the Desirable Learning Outcomes by the start of the next term. The link between marking and more formalised assessment against National Curriculum levels has been improved since the last inspection.

### **Pupils' spiritual, moral, social and cultural development**

Provision for pupils' spiritual development is very good and for their moral, social and cultural development it is excellent. The school is a very caring community and is concerned to provide well for all aspects of pupils' development. It offers experiences which encourage all pupils to appreciate cultural diversity, act very responsibly, place very high value on each other's views and respect fully the beliefs of others. The strong provision noted in this area at the time of the last inspection has been maintained and further strengthened.

Spiritual development is promoted very well in the daily assemblies. These, together with the multi-faith content of the religious education curriculum, give pupils very good opportunities to gain insight into the values and beliefs of the principal faiths. Throughout the school, in religious education and in other subjects of the curriculum such as English and art, many opportunities are provided for pupils to reflect on their personal experiences and to consider other people and their relationships with them. Even the children under five in the nursery and reception classes consider feelings such as 'happy' and 'sad'. In science, Year 2 pupils studying life cycles experience a sense of awe and wonder when they see a caterpillar become a chrysalis. In art,

pupils in Year 1 consider and draw their happiest memories. Lessons in personal and social education and 'circle time', as well as the many high quality displays around the school, help pupils to deepen their understanding of the spiritual dimension of faith and explore their own feelings.

The school very clearly teaches pupils the difference between right and wrong. The ethos of the school, and its high expectations of behaviour, create an excellent context for pupils to develop moral values. These values are well reflected in religious education lessons, for example, where a story is used very effectively to enable Year 1 pupils to explore their feelings and to consider the effect of their behaviour on others. The school's 'Children's Charter', which was drawn up by the pupils, establishes clear rules for the school community, is well displayed around the school and is referred to regularly to reinforce positive attitudes and values. All adults working in the school are good role models and consistently uphold a strong moral code, demonstrating fairness and respect for others.

The school's provision for pupils' social development is excellent. There are expectations throughout the school community that consideration for others, co-operation, sharing, and helping others, are facets of behaviour which should permeate all aspects of school life. Pupils are given responsibility willingly for small jobs in the classroom, and there is an expectation that even children under five in the reception classes will take the register to the school office. Many excellent opportunities are provided within lessons for pupils to work collaboratively and independently, as in a Year 1 lesson when pupils in pairs measured a piece of string using various methods and recorded their findings. School productions provide additional opportunities beyond lessons for pupils to work and play together. The school song emphasises the school as a family and is frequently a highlight of assemblies.

Provision for pupils' cultural development is also excellent. Cultural diversity is celebrated and enjoyed within the school community. Many opportunities are provided for pupils to appreciate and develop their own cultural traditions as well as to gain good insight into many other cultures. Pupils are supported in developing greater understanding of different cultures and faiths through, for example, religious education lessons, which explore well some of the major world religions. A variety of religious festivals are celebrated and visitors to school provide additional insight into the diversity and richness of other cultures. This is also reflected in the displays around the school. School productions provide excellent opportunities for pupils to understand and experiment with dance styles representative of different cultures. In art, there are some opportunities for pupils to develop an awareness of the styles of famous artists. The high quality of provision for pupils' spiritual, moral, social and cultural development does much to create a very positive climate for learning in the school, so supporting pupils in making good progress in their academic work.

### **Support, guidance and pupils' welfare**

The school's provision for the support, guidance and welfare of all its pupils is very good. It has a positive impact on pupils' attainment and progress. The school is very successful in achieving its aim of providing a welcoming, lively

and stimulating atmosphere in which young children may grow, feel secure and realise their full potential. The school continues to provide the supportive environment found at the time of the last inspection.

Pupils are happy at school and confidently turn to adults when they need help or advice. Relationships in the school are excellent and there is racial harmony. All staff, including caretaking and mid-day supervisory staff, provide sensitive support to pupils which makes a valuable contribution to the life of the school and the welfare of its pupils. Pupils with special educational needs, and those for whom English is not the first language, receive extra support and guidance. Effective links with supportive external agencies, such as the local education authority advisory service, have a positive impact on the educational support provided. These qualities, and the successful promotion of the well being and health and safety of pupils, enhance the quality of education provided by the school.

The school has good procedures for monitoring pupils' personal development and academic progress. Teachers know their pupils well, and comprehensive individual personal files support this knowledge for each pupil. The progress of pupils with special educational needs, and those for whom English is not the first language, is monitored through half-termly meetings, when individual needs and progress are discussed, and through reviews of the results of assessments. Clear records are maintained but the school does not keep a record of individual non-academic successes.

The procedures for promoting discipline and positive behaviour are very good. They are understood and accepted as fair by the pupils. All members of staff, both teaching and non-teaching, set a good example which encourages learning. Parents are very supportive of the school's efforts. The school does not tolerate bullying, and any rare incidents are dealt with effectively and immediately.

The school's procedures for monitoring and promoting attendance are very good. Records for attendance are properly maintained and comply with statutory requirements. The school has rigorous procedures for recording unauthorised absence and there are good procedures to deal effectively with any unexpected absence.

The school's procedures for child protection meet statutory requirements. The designated person has received relevant training. All staff are aware of the school's policy and of the need to be attentive and conscientious in their approach to the proper support of the children in their charge.

The school has excellent procedures for monitoring and promoting the well being and health and safety of pupils which ensure that overall they are well cared for by, and within, the school community. Regular risk assessments are undertaken. Teachers take opportunities to remind pupils of the need for personal hygiene and pupils are given clear advice about the importance of taking care of themselves, such as the need to wash their hands before eating their lunch or after having been to the toilet. There is good support during lunch and break-times that has a positive effect on behaviour and safety. The school's first aid and fire safety arrangements are well organised

and result in a safe and supportive environment, which facilitates learning. The school's procedures for dealing with accidents are secure. The school's welfare assistant provides very sensitive, warm and caring support not only to the pupils needing attention for minor sickness or injury but also those feeling the need of a little tender loving care. There are, however, some minor weaknesses in the school's provision for pupils' health and safety. The outdoor play area for children under five is not totally secure and there are drainage problems in some parts of the playground that could lead to hazardous conditions during periods of inclement weather.

The school's arrangements for induction into school, which fully involve parents, are satisfactory and ensure that children settle quickly and happily into school. There are suitable routines for transfer to junior school, including visits to the junior school by pupils who will be transferring.

### **Partnership with parents and the community**

The school's partnership with parents and the community is good. The school has continued to build on the positive relationships that were found during the previous inspection. Parents say they are satisfied with the work done by the school and with the information that it provides. No evidence was found during the inspection to support the views of the very small number of parents who expressed concern about some aspect of the school's provision.

The overall quality of information provided by the school is good, and sometimes very good. The school prospectus, complemented by a brief introduction to the nursery and with good use of photographs, is an informative document. It does not, however, fully meet statutory reporting requirements in respect of advising parents of their right to withdraw pupils from collective worship and the provision of full absence details. The regular newsletters sent to parents, and other liaison letters, are well planned, informative and very helpful to parents. Pupils' annual reports are of high quality. They are individual and informative. They are clearly the result of much careful thought by teachers. They meet statutory reporting requirements, use appropriate language and present parents with clear information on pupils' attainment and progress. The governors' annual report to parents is a well produced, informative and user-friendly document. It fails, however, to meet fully reporting requirements by not providing full details of absence rates.

The school tries hard, and successfully, to ensure that all parents have equal access to the information that it provides. Through its use of bi-lingual staff it demonstrates a willingness to reach out to all parents to keep them fully informed of school activities. The school prospectus is offered in Punjabi, Hindi and Urdu as well as in English.

Parents are welcome to visit the school and there are regular opportunities, both formal and informal, for liaison with teachers to discuss their children's attainment and progress. Parents of pupils with special educational needs, and those for whom English is not the first language, are dealt with sensitively and honestly and they are encouraged to play their full part in the education of their children.

Parental involvement in the work of the school, for example by their help at home with reading and by the involvement of some in classroom and other support activities, is satisfactory. It makes a positive contribution to pupils' learning. Elsewhere the support of parents for fund-raising activities organised by a very committed small number of parents is very positive and is much valued by the school. The school would like more parents to be directly involved but personal circumstances and cultural background make this difficult for many parents.

The school is successful in its efforts to bring visitors into school and to organise educational and social trips and visits. These visits make a positive contribution to pupils' intellectual and personal development. The school's overall links with the local community are good. Links with business have developed since the previous inspection and are now good with many examples of effective co-operation between the school and local, and more distant, commercial organisations. Pupils make visits to the local supermarket, for example, and financial support is provided by industry. By its efforts, the school ensures that pupils are given opportunities to gain an appreciation of the wider world which contribute to their understanding of society and enhance many aspects of the curriculum.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

There is a very positive ethos in the school. The school is very effective in implementing its aims. It very successfully provides a welcoming, stimulating and lively atmosphere in which pupils can grow, and feel secure, with a positive self-image and respect for individuality. Pupils do think for themselves and feel for others, as the school intends that they should. Pupils do enjoy school and they make good progress in the nursery and at Key Stage 1. The school's success in meeting these aims is evident in pupils' good attitudes to work, very good behaviour, excellent relationships and excellent response to the opportunities provided for their personal development. It is also apparent in the very good provision for pupils' spiritual development and the excellent provision for their social, moral and cultural development. The high standard of provision for many aspects of pupils' support, guidance and welfare are further testimony. There are, however, weaknesses that the school needs to address to ensure that all pupils make full progress. There is presently a lack of challenge for higher attaining pupils, in written work in English and in information technology. The loss of curriculum time throughout the day due to the school's organisation also inhibits the progress of all pupils. The new initiative to have children under five in the reception classes is working satisfactorily, but planning and assessment are not sufficiently related to the recommended areas of learning for children of this age. The school is aware of this and is taking effective action to improve under-fives' provision in the reception classes in line with that provided in the nursery.

The headteacher provides the school with very good leadership and clear direction for its development. She is highly committed to the school and very keenly aware of its strengths and weaknesses through monitoring of the highest quality. She recognises that there is a need for a coherent team of staff and governors to move the school forward and ensure the best provision for its pupils. To this end, she has carried out team building activities with the staff, many of whom are new this term, and with the new governing body. She has very effectively inducted the staff and built a team, and has supported the new governing body in understanding their roles and responsibilities in the strategic management of the school. Within a very short period, the new governing body and staff have formed a team with a clear and shared vision for the further improvement of the school.

The governing body, which was newly formed at the start of the school year, is very committed to the school. The headteacher, staff and governors are very positive about the greater focus and sharpness already emerging through having a governing body responsible for the infant and nursery school only and not shared with the neighbouring junior school. The headteacher and governors are keen that they should be a proactive group and the foundations are already in place for this. The chair of governors and the chair of the finance committee are both long serving governors who are providing the security of some continuity.

The deputy headteacher, who has been in post since January 1999, has an emerging but clear role in the school. She is Year 2 leader and the school rightly made the decision that she should develop this aspect of her work over her first two terms in post and become established as a teacher in the school. The headteacher is training her for her responsibilities which are seen as being very much part of a team. She is developing understanding of the school's management systems, for example in the area of finance. She is putting together an identification package for higher attaining pupils, and will support the headteacher in monitoring the work of the school. She has already monitored the implementation of the literacy hour in Year 2. She fulfils her existing management responsibilities well.

The present special educational needs co-ordinator is new in post but she is already ensuring that staff are aware of special needs issues. The management responsibilities of year leaders and subject co-ordinators are clearly defined, including their involvement in monitoring the teaching and curriculum. There is a new senior management team which has been in place since September 1999 only. This comprises the headteacher, deputy head, year leaders and nursery senior teacher. The clarity of the roles and responsibilities of the senior management team, designated by the headteacher, indicates very well for the future. All staff with management responsibilities carry out their roles and responsibilities well. Co-ordinators are currently developing a more active monitoring role and are keen to do so.

The school development plan is for one year only. It provides a detailed analysis of the school's needs and areas for improvement. Developments are costed, key personnel and training needs identified, and success criteria given. While improvements in general are identified, success criteria are insufficiently related to the measurable raising of standards. The current plan is in draft, has been drawn up by the headteacher, but has not been

approved by the governing body. The establishment of a new governing body and the impact of many staff changes have led to the headteacher alone being involved in the planning process for the current document. Previous and planned procedures for development planning are good and involve governors and curriculum co-ordinators. Under the former governing body, the development plan was not an agenda item for full governors' meetings but was dealt with by the finance committee. The new governing body will have the development plan on the agenda of all full governors' meetings. With the exception of omissions in the school prospectus and governors' annual report to parents, all statutory requirements are met.

### **Staffing, accommodation and learning resources**

The school has sufficient staff for the number of pupils in the school and they are adequately trained to meet the needs of the curriculum and age groups. All co-ordinator posts are filled with appropriately qualified teachers and staff have job descriptions. The school has experienced a higher than usual turnover of teachers in the last year and has this year appointed a deputy headteacher. Teachers from overseas employed at the school all have primary teaching qualifications from country of origin. Those who wish to have British Qualified teacher status are trained by the school, which is registered to train teachers.

There are sufficient class teaching assistants. They, and nursery nurses, are trained to a high standard. All support staff are included in school in-service training for teachers, for example, for the National Numeracy Strategy and English as an additional language. Dining staff hold regular weekly meetings and are trained by the supervisor to school standards.

Arrangements for the professional development of all staff are good. Teachers receive local authority training for all major initiatives and the school arranges in-service courses for all staff. Class teaching assistants are involved in all training provided for teachers. Some induction has taken place for new teachers and more is planned for staff who joined the school this term. Newly qualified teachers attend local authority training as well as that provided by the school. Current initiatives in the school development plan include a refresher course for all teachers on English as an additional language, and training in the writing of special educational needs individual education plans and challenging the higher attaining pupils.

Appraisal has taken place for longer serving staff. This has currently halted while new staff settle in and the school receives new guidelines from the local authority. Senior teachers are trained to be appraisers of teaching and non-teaching staff. Appraisal is an identified priority by the school. A secretary and clerical officer support the administration of the school.

The overall adequacy and standard of accommodation, both within the school and outside, is very good. There has been significant refurbishment and reorganisation in recent years which has created a more pleasant environment for learning and has made better use of the space available. Internally the accommodation is generally spacious and more than sufficient to provide for the effective delivery of the curriculum. The school benefits

from a number of specialist areas, including a spacious and well equipped medical room, disabled toilet facilities, a library area, and an attractive central garden feature, which enhance the quality of education and support provided for pupils. The accommodation is accessible for pupils with physical disabilities.

Classrooms and public areas are well organised. Storage provision is good. There are very attractive displays of pupils' work in classrooms and elsewhere, and a wide range of interesting artefacts is on display in corridor areas. These, and other informative material, provide stimulation to the pupils that promotes learning.

Outside there is a choice of play areas which have been much improved since the time of the previous inspection. There is sufficient playground space for the size of the school and there are well maintained grassed areas with trees and flowers that encourage the pupils to appreciate their environment. While the surface quality is good, there are some areas of the school playground that are uneven and there is a blocked drain. Together, these present a potential health and safety hazard during inclement weather. In addition, the perimeter fencing that protects the nursery outdoor play area is not totally secure.

The quality of cleanliness both inside and outside the school buildings is very good. The caretaker and her cleaning staff work hard to achieve, and maintain, a good standard. They undertake their duties cheerfully and make a considerable contribution to the life of the school.

The overall provision of learning resources is satisfactory with some strengths. At the time of the inspection, provision for information technology was limited by software ordered not having arrived. There was no provision for children under five in the reception classes to experience outdoor play with large equipment. The school was addressing this and had already ordered the necessary equipment. The resources for science, physical education and religious education are good. Provision for outdoor play, and the quality of indoor resources for children under five in the nursery is good. All resources are well stored and are readily accessible to teachers and, where appropriate, to pupils. All weaknesses in accommodation and resources identified at the time of the last inspection have been rectified.

### **The efficiency of the school**

The overall efficiency of the school, in terms of its financial planning and control, use of staff and learning resources, and administrative and financial control, is very good. The school has improved the level of effectiveness found in the last report and increased the value for money that it provides.

The quality of financial planning is very good. Budget forecasting makes use of sound techniques that ensure that financial decisions are based on the best information available. The school benefits from having regular informed advice and help through the local authority's bursar scheme.

The newly constituted governing body supports the school very well. All governors

are aware of their role and responsibilities in this area. There is too much delegation to the chair of finance for detailed monitoring of the school's finances, which he carries out every two weeks. The school development plan, which is based on recommendations made by the headteacher and other senior members of staff, is approved by governors only after careful consideration and discussion. The governors' decisions on funding for pupils with special educational needs, for those for whom English is not the first language, and their use of other specific funds, are based on sound principles. These are well targeted to support pupils' progress and attainment.

Governors are aware of the need to obtain value for money and the school has good procedures for ensuring that best financial value is obtained. Strategies for determining the impact of spending decisions on pupils' attainment and progress are satisfactory. These involve regular reports from the headteacher, reviews of the results of national tests, comparisons with other local schools, visits to school and meetings with staff and pupils. Good progress has been made since the last inspection when this aspect was identified as a weakness. Governors have proper regard for the use of reserves and their decisions are prudent and consistent with the school development plan, and the priorities they have set for the school. They are well aware of the implications of their decisions in this respect and appropriate contingency planning is in place. Reserves are held to protect against future staffing costs.

The school's use of its teaching and support staff is very good. Teaching skills and experience are used effectively for the benefit of the school community. Particularly good use is made of the school's support staff who are well deployed. They make a strong contribution to the quality of education provided by the school and to pupils' attainment and progress. Non-teaching and supervisory staff perform their duties conscientiously and they provide considerable valued support to the school. The school makes good use of the accommodation and learning resources available to it. Classrooms are of good size and are well managed by teachers who make effective use of the available space.

Overall administration arrangements and the quality of financial control are very good. The most recent school audit was satisfactory, and its few minor recommendations have been fully implemented. Day-to-day financial control is excellent with effective use made of the information available from the computerised management system. The administration officer is appropriately experienced. She has a very good appreciation of her role and responsibilities which she performs with quiet dedication and enthusiasm. She is well supported by the administration assistant and together they make a very significant contribution to the efficiency of the school operation.

Pupils make good progress. Their attainment in relation to national expectations when they leave the school is in line with the expected standards, although it exceeds them in mathematics and religious education. Their attitudes are good, their behaviour and personal development are very good and the school provides a good quality of education for them. Taking these factors into account, together with the standards achieved by children on entry to the school, their diverse social and cultural backgrounds, the quality of support

provided by the school, and the efficient use made of the financial resources available to it, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

Children enter the nursery in the term after their third birthday. They attend part-time for either morning or afternoon sessions. At the start of the term in which they are five they move to the reception classes and become full-time. This pattern of entry to the school was newly introduced at the start of September 1999. At the time of the inspection, it was a new experience for the nursery staff to have children as young as three, and for there to be children under five in the reception classes.

Children's attainment on entry to the nursery is below the expectations for their age except in personal and social development. It is lower in language and literacy than in mathematics, knowledge and understanding of the world, creative and physical development, largely because so many children have a language other than English as their mother tongue. Children make good progress in the nursery and, by the time they enter the reception classes, they have already met the Desirable Learning Outcomes in personal and social development. In all other areas, other than language and literacy, they are on course to reach them. Children's overall progress in the reception classes is satisfactory. By the age of five, children have met, and many exceed, the Desirable Learning Outcomes in personal and social development. They meet them in all other areas except language and literacy.

#### **Personal and social development**

By the age of five, children meet, and many exceed, the Desirable Learning Outcomes in this area. They have good relationships with each other and with adults. They work well in pairs at the computer, and in small group activities, which require co-operation such as role play in the home corner. They move about their classrooms with confidence and show some independence in choosing an activity. Most children dress themselves after physical education. Children show respect for each other in the culturally diverse groups in which they work which reflect the range of ethnic backgrounds in the area in which the school is situated. When sharing resources such as paint, they take turns fairly waiting when necessary. They are respectful of school property. They are beginning to respond to feelings, such as 'happy' or 'sad'. They are helpful and willingly help to tidy away after an activity. Children have a clear understanding of the difference between right and wrong. They respond very well to opportunities for their personal development, such as having responsibility to take the register to the office.

Children, including those with special educational needs and those for whom English is an additional language, make good progress during their under-fives education. Nursery children increasingly become aware of the routines of the nursery and of belonging to a small group then a larger group. They quickly learn to take turns, for example when using the large outdoor play equipment. Reception children respond very well to their shared environment, increasing their ability to work and play together. They become

more efficient in dressing themselves and respond to praise from the teacher, which raises their self-esteem.

The overall quality of teaching of personal and social development is good. In the nursery and reception classes it permeates the curriculum. Teachers and support assistants are good role models for how people should behave towards others. Children are given opportunities to develop independence or care for each other, as well as receive direct guidance when opportunities arise. There is a well thought out assessment system to ensure children's personal and social development is tracked and monitored.

## **Language and literacy**

By the age of five, many children have not reached the Desirable Learning Outcomes in this area. Children listen carefully and raise their hands to answer questions although they do not always understand the language in which the question is posed due to their own lack of English vocabulary. While some answer questions and contribute to discussions, many do not do so readily. Many are unable to explain what they are doing when playing in the home corner or building with construction bricks. They are interested in books, hold them correctly, turning the pages and trying to tell a story from the pictures. They associate sounds with individual letters and, for example, know a collection of words beginning with the letter 't'. The highest attaining children read a book with simple words. Children recognise their names in print but are unable to write them independently. They make marks when 'writing' in the home corner, and form letters and words as they trace over the teacher's writing, although they do not find this easy.

Children, including those with special educational needs or for whom English is an additional language, make good progress in the nursery and satisfactory progress in the reception classes. Their overall progress during their under-fives education in terms of the gains made is satisfactory. In the nursery, they become aware that writing is from left to right in English. Throughout their under-fives education, they progress in forming their letters. They gain confidence in remembering letter sounds and in handling books. In the nursery, they improve their ability to listen with care, such as to instructions, and build on this through play in the reception classes.

Children's response to activities which promote their language and literacy skills is good. They sit quietly and attentively in groups in the nursery and during whole class book times in the reception classes. All behave very well and answer questions if able to do so. Children in the nursery show greater concentration and perseverance with written tasks than those in the reception classes. All children take care of books and share them well.

Language and literacy teaching is satisfactory overall. It is good in the nursery and is satisfactory in the reception classes. In the nursery, there is much focused direct teaching of small groups. This supports children in developing their speaking and listening as well as writing skills. Teachers develop children's language skills through discussing work with the children, for example in art activities or when they are playing in the sand tray. Many opportunities are provided for children to make marks and develop their early writing. There is

very effective ongoing assessment of individuals and groups which teachers use in planning the next step in the children's learning. Teachers' overall knowledge and understanding of language development activities for children under five is better in the nursery than in the reception classes. In the reception classes, teachers plan for language and literacy mainly through the structure of the literacy hour. While their knowledge and understanding of the National Literacy Strategy is secure, this is not as effective a means of supporting these young children's progress as the many language-rich activities provided in the nursery. In both the nursery and reception classes, teachers have appropriately high expectations of the standards all children are capable of attaining. Teachers in the nursery and reception classes organise resources well and their management of the children is good. Support staff are deployed effectively. This makes a particularly strong contribution to the learning of children with English as an additional language. The use of dual language signs helps children in their language acquisition.

## **Mathematics**

By the age of five, children have reached the Desirable Learning Outcomes in mathematics. Most recognise numbers from one to ten, and a few are familiar with higher numbers. They do simple addition and subtraction and know, for example that nine is less than ten. They have a simple understanding of pattern and can sequence objects such as beads which they thread by colour on a string. They sort objects according to criteria such as their colour. When using animal shapes, they sort on the basis of kind of animal and colour. They recognise simple two-dimensional shapes and can say how many sides or corners they have. Children use the correct mathematical language such as 'circle' and 'square'. Through activities such as playing with the sand tray, children have a simple understanding of capacity. In building with construction bricks, they are aware of different heights.

Children make good progress in this area in the nursery and satisfactory progress in the reception class. Progress is good in the nursery because of the range of practical activities they experience which give many opportunities for counting and sorting of objects, including through board games. Nursery children make good gains in counting, simple addition and subtraction, and in sorting and classifying. Reception class children build further on this and make satisfactory gains in recognising and remembering the names of different shapes and understanding their properties. The progress of pupils with special educational needs and those for whom English is an additional language is good due to the effective help provided by teachers and support staff.

Children's response to the visual and practical aspects of mathematics is good and, even without fluent language, they show some independence quickly. They behave very well in group situations and take turns in games in the nursery. In the reception class, they share drawing and colouring equipment amicably. Nursery children respond to the challenge of the interesting environment indoors and out, where opportunities are made for counting. All children enjoy joining in number rhymes and songs. Behaviour is very good during mathematics lessons.

The teaching of mathematics is good in the nursery, and satisfactory in the reception classes. In the nursery, teachers provide a good range of activities, including use of the outdoor environment, for counting and mathematical language development. Teachers' knowledge and understanding is secure and lessons are well planned for direct focused teaching of groups. In the nursery and reception classes, expectations of standards children are capable of attaining are appropriate to the age groups. Lessons are well planned and demonstration is used well to support children with English as an additional language. Reception class children are not guided to show as much care with recorded work as those in the nursery. While teachers monitor children's progress, there are missed opportunities to provide support for individuals.

### **Knowledge and understanding of the world**

Children achieve the Desirable Learning Outcomes in this area by the age of five. Children confidently explore the environment of school through the outdoor area and topics such as 'ourselves' or 'growth'. Language difficulties often make communicating their knowledge difficult. Few ask questions about their environment or what they observe. Children are aware of their bodies and name various parts such as 'arm', 'head' and 'leg'. They enjoy using the computer and know how to move the mouse and 'click' for an action. They are competent in using a 'touch screen' to access a paint program and make different colour marks on the screen. When using construction materials, they ably join pieces together, and know what it is they wish to produce. All children have the expected skills of joining materials with different glues or sticky paper. Many do not cut accurately.

Children make good progress in this area in the nursery and satisfactory progress in the reception classes. Teachers in the nursery make good use of visual images, such as photographs. Activities are well planned and matched to learning objectives. They develop understanding of the environment through a visit to the local supermarket garden centre. The nursery children increasingly recognise differences in the materials in their environment, such as rubber tyres and plastic hoops, as well as becoming aware of growing plants and cultural clothing in the home corner. Reception children develop awareness of their bodies. They extend their knowledge of the environment through play in the home corner.

Children are eager to find out about the world around them. They are fascinated when observing a new situation, such as insects moving or using the computer. There is a variation in concentration skills, with most nursery children taking great care with cutting and sticking activities, but some reception children not taking as much care. They show a growing ability to co-operate when playing in home corners or building with large blocks. Behaviour in activities related to this area of learning is very good.

Teaching of knowledge and understanding in the nursery is good because opportunities are taken to promote learning where individual children show interest. This takes place, for example, when children are playing with the sand or water. Reception teaching is satisfactory but is limited by the

absence of free choice creative activities. There are some missed opportunities to focus children's learning and provide additional challenge. When a salt dough activity was available after a body parts lesson, for example, a child pressed out a mixture of pre-printed shapes rather than being supported in using it as a language exercise to reinforce previous learning about bodies. Medium-term planning is specific but daily planning does not show much detail in terms of objectives, strategies and resources. Recording systems for this area are well developed and used regularly.

## **Physical development**

By the age of five, children meet the Desirable Learning Outcomes in this area. Children are able to move about the hall with control and co-ordination, both forwards and backwards, and have a reasonable idea about safety in hall activities. They perform bunny hops, skip, jump and take giant strides. They throw a bean bag to a partner although few catch it. They climb with skill over apparatus and balance on low bars. They handle tools competently, such as pencils and paint brushes, but not all have the expected skills in cutting.

Children's progress in physical development is good in the nursery and satisfactory in the reception classes. Nursery children become better co-ordinated and confident as they climb and balance on a range of equipment at different heights and use wheeled toys, such as tricycles, scooters and trolleys. Progress in catching skills is slow because the nursery does not have tactile balls or softballs. At the time of the inspection, reception children did not have the opportunity to extend their work on apparatus as they did not have access to the necessary equipment. The school is currently addressing this and new equipment should be in place by November 1999. Hall facilities for physical education are currently used by the reception classes.

Reception children have good attitudes to their physical education lessons in the hall and listen carefully to instructions. Nursery children are enthusiastic about outdoor activities. They take turns and share well when using the large outdoor play equipment. Children are very sensible in physical activities. Their behaviour is very good.

Teaching is good in the nursery because there is continuous promotion of a range of skills with a good length of time in the outdoor environment. Children are well supervised. Teaching in physical education lessons is satisfactory in the reception classes. Lessons are well planned and learning objectives identified. The children are well managed and there is good use of demonstration by the teacher. A good range of activities is provided but insufficient time is allowed for skills to be practised. The teaching in the reception classes is limited by the lack of facilities for outdoor play with large equipment. This also restricts opportunities for creative development and exploration to support work in knowledge and understanding of the world.

## **Creative development**

Children reach the Desirable Learning Outcomes in this area by the age of five. They

join in well with singing sessions. They show some imagination when playing in the home corner or using a range of puppets. They use paint competently, print with sponges, and make faces on paper plates using coloured paper cut into shapes and shredded cellophane. Children respond enthusiastically to activities, such as cooking, which require them to feel, see and taste. They show competence in using a range of tools.

Children make good progress in the nursery and satisfactory progress in the reception classes. They gain confidence in handling a wider range of tools and materials. They show developing imagination when using sand toys, trying to express feelings from looking at a book, or applying paint to a sponge. When using creative materials, all pupils show a growing independence. Children with special educational needs, and those for whom English is an additional language, progress at a similar rate to others in the same class.

Children enjoy the range of creative activities provided. They concentrate well and participate in whole-school singing practices. They maintain concentration when painting individually or when making a face on a paper plate. They show pride in their work and take care with it. Behaviour during creative activities is very good.

Teaching of this area of learning is good in the nursery and satisfactory in the reception classes. Activities are clearly planned but not always sufficiently detailed to ensure the development of skills by children in the reception classes. There are missed opportunities to link creative development with other areas of learning in the reception classes. This is better developed in the nursery, where expectations are higher. The management of groups of children is satisfactory, as is the use of time for activities. Assessment of creative development is ongoing and linked to Desirable Learning Outcomes.

# ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

## English

Pupils' performance in the end of Key Stage 1 National Curriculum tests in 1998 was broadly in line with the national average in reading and writing. The percentage of pupils reaching the national standard, Level 2 or above, was close to the national average in reading, and above in writing. The percentage reaching the higher Level 3, was below the national average in reading and writing. Teacher assessments show a very similar picture to the test results. When compared with schools with pupils from similar backgrounds, pupils' performance was below average in reading but average in writing. Taking the three years from 1996 to 1998 together, pupils' performance in reading and writing was well below average. Standards fell in both areas in 1997 but returned to a higher level than previously in 1998. Girls' performance has been better than that of boys in reading but there has been no significant difference in writing. The 1999 National Curriculum test results show a similar picture to 1998 for the percentage of pupils at Level 2 or above in reading, although a slightly lower percentage reached the national standard in writing. The school's results were adversely affected by the inclusion in the figures of seven pupils who were unable to sit the tests. The evidence of pupils' school work is that the present Year 2 are performing at an average standard in both reading and writing. Improvements have been brought about through the effective introduction of the National Literacy Strategy and through the school's careful monitoring and thorough assessment of pupils' progress.

Pupils' speaking and listening skills are average at the end of Key Stage 1. They listen attentively to their teachers and to one another and take turns in discussion. They carefully follow stories, which they enjoy hearing, and follow spoken instructions. They answer questions, and many speak confidently as part of a large group. Most are ready to share ideas and offer suggestions, for example during 'brainstorming' sessions before writing a poem, but they seldom enter into sustained discussions within lessons. Pupils sometimes express themselves well, as when describing their feelings. In dramatic play, they adopt different roles in the 'hospital' area, as doctor and patient. Most are quite confident with spoken language and are able to explain what they doing to the class. Pupils have many opportunities to develop and use their speaking and listening skills in other subjects such as religious education, geography and music. Listening skills are well used in singing assemblies.

At the end of Key Stage 1, pupils' reading is in line with the standards expected nationally. Pupils enjoy books and most describe and discuss what they have been reading. They show sound awareness of the story and characters. As part of their class work pupils read for a variety of purposes. They take part with pleasure and confidence in shared reading sessions, reading together as a whole class or as a group. Most competently read instructions to do their work. When attempting to read unfamiliar words, pupils make use of their knowledge of phonics and word blending. The

higher attaining pupils select texts with suitable challenge which they then read fluently and accurately. They know how to use reference books to seek out information. Reading skills are applied and developed well in other subjects, such as science, when information books are used for research.

Pupils' attainment in writing is in line with national expectations at the end of Key Stage 1. Pupils write in different styles and for different reasons. Collections of their work include: stories, sometimes recalled and re-told; poems; news from home; letters; and lists. They write about the work they have done in all curriculum areas, and writing skills are well used and developed in other subjects of the curriculum. Most pupils write confidently, even those whose spelling is far from accurate, because they are not afraid to try; using their phonic knowledge and growing familiarity with words. Overall standards of spelling, grammar and punctuation are as expected for the age of the pupils. Higher attaining pupils produce longer pieces of writing which they have drafted and edited. These show some awareness of the conventions of writing, and an understanding that written language is sometimes more formal than everyday speech. As an example, the best stories have a definite shape and reflect pupils' own reading. Thought is given to an interesting beginning, a developing story line in the middle, and a satisfying end. Handwriting is of the expected standard and is usually neat and evenly formed.

Pupils, including those with special educational needs or for whom English is an additional language, make good progress as they move through the key stage. They gain confidence in all aspects of language. They listen with greater attention, widen their vocabulary, and increase the range of texts they read. In writing, they develop well a sense of audience and awareness of the need to adapt the style of their writing according to its purpose. Pupils with special educational needs or English as an additional language are well supported to make effective progress. Class teachers plan work which meets their needs and class teaching assistants, many of whom speak more than one language, make a good contribution to their learning in lessons. Although the language development of many pupils is below average at the start of the key stage, by the time they complete their final year in the school, most are doing as well as other pupils across the country. In lessons observed, there was no significant difference in the progress of boys and girls. Teachers make good use of their on-going assessments of pupils' achievements as they plan and select activities which match well with the objectives for the lesson. This contributes to pupils' progress.

Pupils have good attitudes and enjoy their work in English. They are well motivated by the interesting lessons, readily answer questions, work diligently and behave very well. They sustain concentration for long periods of time and remain politely attentive to their teachers. They are able to organise themselves to complete a task, share resources such as dictionaries, and help one another. They are supportive of each other. In one lesson observed, a pupil quickly explained to another child who had been elsewhere, what the class had been discussing and the work they were about to do.

The overall quality of teaching is good. It is always at least satisfactory and it is good in more than half the lessons. Teachers' planning is thorough. The activities chosen make sure that pupils have opportunities to succeed and to enjoy the

lesson, as well as being well matched to clear learning objectives. Teachers expect that their pupils will understand and achieve, although sometimes expectations are insufficiently high of potentially higher attaining pupils, particularly in their written work. All teachers ensure, by their careful questioning, that pupils think in detail about the work they will do. Day-to-day assessment, through questioning and observation, is used well to plan the next stage in pupils' learning. Marking makes clear what has been done well and what needs to improve. Lessons are well organised, with good management of pupils and resources. Teachers have a good understanding of the requirements of the National Literacy Strategy. The quality of teaching is a significant factor in the good progress made by pupils.

The school has given much time and thought to the teaching of English and has a range of helpful policies. It has developed its own programme for the teaching of phonics to support pupils' progress in reading. There is a good curriculum framework to support teachers in lesson planning. This links well with the National Literacy Strategy and the school's half-termly topics. Resources include a good selection of books in more than one language. The co-ordinator is a member of the senior management team and, although only appointed to the school in September 1999, already has plans for the monitoring of teaching and learning. Data from assessment tests and from school evaluations are analysed and the information is acted upon. A specialist teacher from the Ethnic Minority Achievement Support Service works in school for two days a week. This teacher supports pupils and teachers and gives valuable advice on how best to teach and assess pupils' progress.

## **Mathematics**

Pupils' performance in the 1998 National Curriculum tests at the end of Key Stage 1 was well above the national average. It was well above average for the percentage of pupils reaching the national standard, Level 2 or above, and close to the national average for the percentage reaching the higher Level 3. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance was also well above average. Teacher assessments showed a similar picture to the tests in 1998. Taking the three years from 1996 to 1998 together, the test results for mathematics were below the national average. They fell in 1997 but improved considerably in 1998, reaching a higher level than in 1996. The 1999 test results show a fall in the percentage reaching Level 2 or above, and in the percentage gaining Level 3. This was largely because seven pupils in the year group were unable to sit the tests but were included in the school's number of pupils. The evidence of pupils' school work shows that the present Year 2 are performing at an above average standard.

By the end of Key Stage 1, pupils count backwards and forwards from different starting points in ones, twos, threes and fours. They count well to one hundred and use addition and subtraction accurately. Higher attaining pupils count in numbers to one thousand, subtract from fifty and multiply in sets of five. Most pupils subtract from numbers up to thirty. They understand that subtracting a number from a larger number makes it smaller and that there is a range of language for subtraction, such as 'minus' and 'take away'. Lower attaining pupils subtract from ten with adult support and using counting

cubes. When counting money, higher attaining pupils calculate confidently to two pounds and others to one pound. All are able to tell the time to quarter past the hour and the highest attaining pupils understand the passage of time in more detail, for example forty-five minutes later. Pupils have the expected understanding of mathematical investigation through analysis of graphs. This aspect of mathematics is also used and developed in science.

Pupils, including those with special educational needs or for whom English is an additional language, make good overall progress as they move through the key stage. They quickly increase their confidence when using numbers to count backwards and forwards. They gain independence in working mentally or on paper without the support of a number line or counting cubes. They make good progress in recognising number patterns when counting in twos, threes or fours. Pupils readily build on previous knowledge in mental mathematics sessions and transfer this knowledge to written activities. Progress is slower in some classes in Years 1 and 2 in investigative and recorded mathematics sessions due to insufficiently focused support by the teacher when pupils are working on these activities. In a lesson in one Year 1 class, pupils' progress was very good because of the teacher's very strong focus on learning objectives which were communicated to the pupils. This, together with the teacher's high expectations of the standards all pupils were capable of attaining, and the brisk pace of the lesson, enabled pupils to move on quickly in their understanding of measurement.

Pupils have good attitudes to mathematics. They are enthusiastic and almost always very well behaved, asking or answering questions politely. They respond well to challenges, such as when working with higher numbers or starting work on a new topic. They persevere even if they make mistakes. When sharing resources which help them to know the order of numbers or counting cubes, or when needing support from an adult, they willingly take turns and are helpful to each other in answering questions. The enthusiasm of staff in mental mathematics sessions contributes to the positive response from pupils. There are moments when the school corridors are filled with the sounds of classes enthusiastically counting in chorus, or reciting times tables.

The overall quality of teaching is good. It is always at least satisfactory, and is good in half the lessons, and occasionally very good. Lessons are well planned and good provision is made for pupils with special educational needs or English as an additional language. Teachers build on pupils' previous attainment and most lessons are delivered at an adequate, and often very good, pace to which pupils enthusiastically respond. Time in most lessons is used effectively, but in a few lessons in Years 1 and 2, teachers were not quick enough to identify where they could best support individual pupils. In these lessons, there was a tendency for teachers to supervise generally while pupils worked. Teachers generally use good questioning techniques to involve pupils of all levels of prior attainment in the lesson. In mental mathematics sessions, questioning is used to assess pupils' learning and to plan the next step in pupils' learning. Good work is acknowledged with praise during lessons and through marking. Comments in the books of one Year 2 class are particularly helpful in supporting further progress. Classroom displays contribute to pupils' understanding in numeracy. Overall, teaching supports pupils in making good progress.

The curriculum has been carefully adapted to the needs of the school from the National Numeracy Strategy. Established teachers and classroom assistants have also received training. Assessment of pupils in mathematics is very thorough and takes place half-termly and termly, with analysis of results informing curriculum planning. Target setting for pupils is analysed to see if termly test results match teachers' expectations. There is an established co-ordinator who has arranged the re-writing of the policy and scheme of work, and who has a clear view of training needed for new staff. She receives and monitors teachers' planning and advises colleagues. She is keen to develop her monitoring role and this is identified as an area on the school development plan.

## **Science**

Pupils' performance in the 1998 end of Key Stage 1 teacher assessments was in line with the national average for those pupils reaching the national standard of Level 2 or above, and below the national average for the percentage gaining the higher Level 3. The same picture is shown when the results are compared with those achieved by schools with pupils from similar backgrounds. The 1999 teacher assessments show significantly lower percentages of pupils reaching Level 2 or above, and Level 3. A major contributory factor in this was that seven pupils were unable to be assessed because they were disapplied from the National Curriculum. The evidence of school work of present Year 2 pupils shows them to be performing at an average standard.

By the end of Key Stage 1, pupils working on life processes and living things show good understanding of the life cycles of butterflies and frogs, and construct a life cycle 'wheel' to demonstrate the four main stages of development of one of the animals they have been studying. Pupils carry out investigations with a good level of independence, for example to determine the strength of a bridge they have constructed. They have a good knowledge of electricity. They make simple electrical circuits and understand that a bulb will not light if there is a break in the circuit. Pupils understand that many household appliances work using electricity and they have some understanding of the dangers of electricity. From their experiments in growing plants such as broad beans, pupils know that normal plant growth requires both light and water. They have some understanding of why certain foods are healthy or unhealthy and use their mathematical skills to construct a bar chart of the class's favourite foods. Through studying materials and their properties, pupils know materials have many different textures and use words such as 'rough', 'shiny' and 'smooth' to describe them. They know that some materials are attracted to magnets and that others are not. In work on physical processes, they know that sunlight can cause fading, for example of coloured paper. In work on the five senses, they differentiate between the feel and taste of different things.

All pupils, including those with special educational needs or for whom English is an additional language, make good progress in developing and consolidating their knowledge, skills and understanding across all aspects of the science curriculum. This is often due to the clear explanations given by teachers and by an emphasis on practical investigations. For example, Year 1 pupils develop their scientific language skills as they investigate the five senses. As

they move through the key stage, pupils develop greater independence in carrying out scientific investigations. They also develop their skills of observation.

Pupils have good attitudes to science. They listen carefully to instructions and concentrate well. Many persist with tasks for sustained periods of time. They work well with one another, sharing books and equipment. They are curious and enjoy finding out more about the topics they study, for example, pupils in a Year 2 class used books with interest to research different animal life cycles. Pupils take pride in their work and enjoy sharing their excitement in discovery, for example when a caterpillar becomes a chrysalis. Behaviour in science lessons is usually very good.

The overall quality of teaching is good. It is always at least satisfactory, and is good in three-quarters of lessons. Teachers plan lessons well and clearly identify learning objectives, matching them with an effective range of activities. They have a good knowledge of the science curriculum and use questioning effectively to assess pupils' understanding. Marking is also used as an effective assessment tool. Explanations are clearly given and pupils are well managed. Lessons move at a brisk pace so that pupils' interest is maintained. Suitable resources are prepared and available. Good use is made of time at the end of the lesson to draw together the different strands of learning and to reinforce important points. Pupils for whom English is an additional language are supported well in science lessons, often by either the classroom teaching assistant or a support teacher. These aspects of teaching all support pupils in making progress and attaining high standards.

The co-ordinator has established clear priorities for development of the subject. She ensures that a wide range of good quality resources is available to support pupils' learning. The scheme of work has recently been rewritten and this enables teachers to plan the work to give effective coverage to all aspects of the science curriculum. The development of the quad as a science mini-park provides good opportunities for pupils to study living things first-hand.

### **Information technology**

Only one lesson of direct teaching of sufficient length for a teaching grade to be awarded was observed during the inspection. There were also shorter observations of teachers working with pupils at the computer. Evidence was also drawn from watching pupils at work, photographs, teachers' planning and discussions with pupils and teachers.

Pupils' attainment at the end of Key Stage 1 is in line with the national expectations. Year 2 pupils competently select a program icon and load the program. They know how to access the tools they need in a graphics program and reduce and enlarge the shapes used, before filling with colour through a spray or flood command. They demonstrate clear knowledge of the keyboard when typing a sentence which includes their name, with most achieving correct use of capital letters. After completion of their work, they use screen instructions to 'save' their work to the hard disk. With adult support, they send their work to print using a command on the screen 'tool bar'. All pupils are able to use

tape players to listen to stories and rhymes and are aware that machines can be controlled by buttons, knobs and entering instructions through key pads, such as when programming a robot toy to move in various directions. With adult support, pupils can access jigsaw type games on the Internet or research information about a river and its environment.

Pupils, including those who have special educational needs or for whom English is an additional language, make satisfactory progress across the key stage. This is because of the good support from teachers and classroom assistants. The youngest Key Stage 1 pupils gain competence in the use of the mouse to direct and control actions on the screen, such as making a figure laugh, cry, whistle or wave. In Year 1, pupils become confident in using the keyboard to select capital letters and letter size. They show increasing skill in selecting drawing tools and changing thickness or using rub out procedures. They gain confidence in cancelling an action before giving another command, for example as they control colour with 'fill' instructions when making a face. They show increasing independence during the course of a session. While individual pupils make good progress in acquiring knowledge and skills, progress is slowed in Years 1 and 2 because the use of the computer is limited due to some software not having arrived in school.

Pupils have good attitudes to information technology. They behave very well when using computers, usually with a partner, taking turns fairly. Pupils relate well to classroom assistants who may be supporting them for skill development, language or other special needs while they are involved in information technology activities. They discuss with each other what is happening on screen, and help each other with directions or screen commands. Pupils treat the computers with great respect. All show enjoyment and perseverance when completing their work.

On the basis of all the available evidence, the overall quality of teaching is satisfactory. Teachers have sufficient knowledge to teach pupils new skills as they move through the key stage. Teachers' planning is effective for developing pupils' skills, but is sometimes hampered by the late delivery of software. They use pupils' previous knowledge in direct teaching, in order to consolidate and then extend it. Observation of pupils is used well as a means of assessing their learning. Good use is made of classroom assistants to support language development and special needs pupils. Classroom assistants are skilful in deciding when to support and when to promote independence. Teachers make good use of any pupils with home knowledge of computers when pairing them with other pupils. They generally organise pupils well for the learning of skills. They do not make full use of computers to support work in other subjects. Teachers have realistic expectations for whole class achievements, but have not fully explored more challenging opportunities for potential higher attaining pupils.

The curriculum is well planned to teach skills through interesting programs. Literacy and numeracy skills were well supported through the software available at the time of the inspection. The school has very recently added to its computer stock, so all classrooms have up-to-date computers. Access to the Internet is available through another computer, which is used by groups of pupils. Assessment of skills is half-termly against criteria in recent government guideline documents. Information from assessment is used to

inform planning, but assessments are not formally recorded. This is currently being addressed by the newly appointed co-ordinator, who has a clear vision for the leadership and direction of the subject.

## **Religious education**

By the end of Key Stage 1, pupils' attainment is above the standards set in the locally agreed syllabus. They understand some aspects of principal world religions such as the importance of prayer, the use of holy books and the importance of places of worship. They know that people of different faiths pray in different ways. They know, for example, that Muslims pray five times a day and that before prayer they follow closely a ritual washing of their bodies. They understand that followers of different faiths often wear special clothes, particularly during prayer. They understand that the Qu'ran is the holy book of Islam. They respect the beliefs of others. Pupils have awareness and some understanding of a number of aspects of Christianity. They are familiar with the stories of Christmas and Easter and the baptism of Jesus. They are aware of the five Ks of Sikhism and know the story of Rama and Sita from Hinduism. Year 2 pupils have some understanding of the major festivals of several world faiths, including Diwali, and they know about the Chinese New Year and its associated celebrations. Pupils are aware of the need for rules in daily life and recognise the need to care for people and the environment. They reflect on what they have been told, and review their own views, for example about their feelings, which they explore and discuss in a mature way.

Pupils, including those with special educational needs or for whom English is an additional language, make good progress through the key stage. They increase their knowledge and understanding of world religions. They widen their knowledge of stories from the Christian faith, and other world faiths. Pupils develop greater awareness of the importance of family and community life. They grow to understand the need to ask questions and develop tolerance towards the people they meet from a wide variety of ethnic and religious backgrounds.

Pupils' attitudes to religious education are good. They listen carefully to their teachers and to other pupils. They are interested in the views and opinions of others and respect other people's beliefs. They examine religious artefacts with care and carefully consider their use and importance. They express their own thoughts and feelings with a confidence and maturity beyond their years. They behave very well and settle to the task in hand quickly and sensibly.

The quality of teaching is good. Teachers have secure subject knowledge. Lessons are well planned with clear learning objectives. Resources are used effectively, such as the prayer mat used in a Year 2 lesson on Muslim prayer. Clear information is provided and, in one lesson seen, Muslim pupils were used effectively to enhance the quality of information being provided. Teachers show that they value pupils' work through the many attractive displays which are a feature of the school. Work is marked carefully, often praising good work and adding constructive advice. Pupils for whom English is an additional language are supported well in religious education lessons, usually by either the class teaching assistant or a support teacher. All these aspects of teaching help pupils in developing their understanding of religious

education.

The work in religious education strongly supports all aspects of the school's provision for pupils' spiritual, moral, social and cultural development. There are satisfactory assessment procedures in place and the new co-ordinator for religious education has plans to monitor pupils' work and classroom practice.

## OTHER SUBJECTS

### Art

Only two art lessons were observed. Evidence was also drawn from a scrutiny of pupils' work on display throughout the school, looking at teachers' planning and discussions with teachers and pupils.

Overall, the standard of pupils' art work is in line with that expected for their age. Pupils in Year 1 draw well from their imagination on the theme of their happiest memories. They show good control of pencils and chalks as they create pictures of family holidays and outings, and celebrations such as Christmas. Their drawings of figures are well proportioned. The highest attaining pupils fill the whole sheet of paper and demonstrate standards higher than those normally found at the ages of five and six. When making greetings cards, they carefully cut, stick and arrange different papers onto outline drawings. Most pupils at the start of Key Stage 1 hold and use paint brushes well. In large paintings created as a class, for example to illustrate stories, pupils show a satisfactory awareness of colour. Two-dimensional African masks drawn with wax crayon show a good awareness of pattern and a vivid sense of colour. Sound observational skills are demonstrated by Year 1 pupils in their work in the style of Monet using chalks, pencils and paints. Year 2 pupils understand how to sketch lines to represent action. In paintings of 'rainbow fish' they demonstrate an awareness of pattern, some using sequins effectively to add decoration to their painted fish. In one Year 2 class, a good standard is achieved in wax resist pictures of under the sea. A similarly high standard is achieved in charcoal drawings of creatures from the sea in the same class.

Pupils, including those with special educational needs or for whom English is an additional language, make satisfactory progress in two-dimensional art work as they move through the key stage. They gain control of materials such as paints, and wax and pencil crayons, and gain skills in making a collage. They become more aware of colour and pattern. In particular, there is effective progress in drawing and painting from imagination. They gain a little awareness of the styles of famous artists. They do not make the expected gains in three-dimensional work as the school's art curriculum does not place sufficient emphasis on this aspect of pupils' experience.

Pupils have good attitudes to art. When discussing an activity as a class, they listen well to the teacher and to each other and volunteer suggestions. When working individually, they concentrate well and take care with their work, showing pride in it. In one Year 2 lesson, pupils made helpful comments to each other about their work. Pupils share resources, such as wax crayons, well. Behaviour in art lessons is very good.

The overall quality of teaching is satisfactory. This was the case in the two lessons seen, and the evidence of teachers' planning and pupils' work suggests that this is usually so. Pupils and resources are well managed and teachers provide effective support for pupils as they work individually. In both lessons

seen, good use was made of examples of pupils' drawings, at the end of the lesson, to reinforce the learning for the whole class. Teachers have secure subject knowledge. All these aspects of teaching help pupils to make progress.

The co-ordinator has only had responsibility for the subject since September 1999. She has made a quick and thorough assessment of the present provision and has drawn up an action plan for its development. The action plan shows that the school has recognised the need for three-dimensional art work to be given greater prominence. The co-ordinator rightly wishes to develop the study of famous artists and their styles which is another area which currently lacks emphasis. There are satisfactory planning procedures in place, although assessment procedures are currently informal. Teachers make effective use of information from assessment but it is not presently a strong whole-school tool for determining the level of activities for either classes or groups within them.

### **Design and technology**

No lessons were observed in design and technology. Evidence was drawn from looking at teachers' planning, pupils' recorded diagrams, photographs, displays of work and discussion with teachers and pupils.

The standard of work is broadly in line with that expected for the age of the pupils. Pupils in the reception class competently make a range of 'junk' models, which include insects made with stuffed tights and pipe cleaners, or salt dough snails baked and painted. Year 1 pupils tested their designs as they used different kinds of construction equipment, card, boxes and materials, to make wheeled vehicles and buildings, such as flats and an Indian 'tent'. Their skill in using tools such as scissors, is less developed in reception and Year 1 than is normally expected. Pupils in Year 2 responded to the challenge of making a boat which floats from recycled materials, such as cane and rigid polythene. To do this, they effectively combined their scientific knowledge of materials, joining techniques and design skills. Year 2 pupils make a wheel joined with a paper clip to illustrate the life cycle of a frog or butterfly as part of their work in science. Year 2 pupils satisfactorily draw and label their designs, and list resources needed and procedures to be followed, for example, in making a money box.

Pupils, including those with special educational needs and with English as an additional language, make satisfactory progress overall in designing, making and evaluating with a variety of materials, including food. Year 1 pupils improve their competence in making decisions about 'how' or 'if' a model should be changed and are helped to make that decision. Year 2 pupils improve in drawing and labelling their designs, such as for a bird feeder. All pupils, including the youngest, make satisfactory gains in using different joining techniques with various strengths of glue and different materials. Older pupils become more aware of the design process linking the importance of design with fitness for purpose in the finished product.

Pupils have good attitudes to design and technology. They appreciate well produced work, such as the lifecycle wheels. They took a real interest in these when

they were shown to the school as part of a 'sharing' assembly. They show pride in their work, which is on display and respect its fragility. They generally show awareness for safety when using tools such as scissors, but younger pupils do not always persevere in cutting accurately.

The overall quality of teaching is satisfactory. Teachers have sufficient knowledge and understanding to enthuse pupils in designing and making. Planning is clear about tasks and skills to be developed. It includes reference to resources appropriate for the activity. Planning takes account of changes that may be needed, or considered to give access to all pupils such as language help or support in developing manipulative skills. Teachers encourage pupils to evaluate their work and make decisions about its suitability for purpose or how well the product matches the design. Teachers encourage safe practice with tools and assess pupils' ability by recommended guidelines in recent government documents. Pupils have been given homework in which parents may become involved to extend and practise their skills.

During the last term the curriculum was adapted to current national guidelines. Work in design and technology is used to support work in other subjects such as science and music. Medium-term planning shows clear development of all elements of the design and technology curriculum. There are informal assessment procedures linked to the planned curriculum. The information gained from assessment is starting to be used in future planning. A technology week raised the profile of design and technology amongst the parents, who were encouraged to become involved in their children's learning. There is a new co-ordinator, who has been in post since September 1999, who has a clear vision for the development of the subject.

## **Geography**

Only one full lesson of geography was observed in Year 1. In addition, the final part of a Year 2 lesson was seen, but the observation was too short for the award of a teaching grade. Other evidence was drawn from a scrutiny of pupils' work, looking at teachers' planning and discussions with teachers and pupils.

Overall, standards in geography are in line with those expected for the age of the pupils. Year 2 pupils use a plan of the school to chart routes from one place to another and pose 'Where am I?' questions based on descriptions of journeys from their classroom to another part of the school. In doing so, they make effective use of geographical language to give directions. They also enter detail on an outline plan of the school to show, for example, the location of the headteacher's office, the quad and the library. Higher attaining Year 2 pupils understand well the difference between a plan and a map, and all have a sound awareness of a plan as a bird's eye view. Pupils also draw simple maps, for example of their journey to school, and include some key landmarks. Older Key Stage 1 pupils understand the life of a river from its source to its mouth. They are aware of weather and create symbols to represent different types of weather such as windy, rainy or snowy. Older pupils are also aware that the British Isles comprises England, Wales, Scotland and Ireland. Maps and diagrams are neat and labelled.

Pupils, including those with special educational needs or for whom English is an additional language, make satisfactory progress as they move through the key stage. They gain an understanding of simple maps and plans and develop a secure body of knowledge of physical geography such as rivers. They are developing a basic geographical vocabulary. Their awareness of their immediate locality develops, for example of the area they travel through on the way to school. In the Year 1 lesson observed, pupils made unsatisfactory progress due to weaknesses in teaching, and especially because the lesson content was not related to their prior learning.

Pupils have good attitudes to geography. The work in their books is carefully presented and shows that pupils take pride in it. In the part of a lesson observed in Year 2, pupils enjoyed using a plan of the school and entering key landmarks on it. They walked very quietly and sensibly round the school as they checked the accuracy of their plans. In the Year 1 lesson, pupils showed an interest in the activity of drawing a plan of their home and settled well to this individual activity when moving from the carpet area where they had been gathered as a whole class. Most pupils maintained a satisfactory level of involvement even though they were unsure of what they were doing. Their work was not well presented, however, due to the unrealistic difficulty of the task.

On the basis of all the available evidence, including teachers' planning and the work in pupils' books, the overall quality of teaching is satisfactory. There was evidence of good teaching in the short part of a Year 2 lesson seen. In the Year 1 lesson, teaching was unsatisfactory. In this lesson, the work was not matched to pupils' needs and it did not build on previous work. The activity was far too difficult for pupils just beginning Year 1. The introduction to the lesson was insufficiently clear to support pupils in the work they were expected to do individually and the teacher's subject knowledge was insecure. The wider evidence of teaching shows that teachers do have secure subject knowledge and appropriate expectations of the standards pupils are capable of attaining. In the Year 2 lesson, the teacher used questioning very effectively at the end of the lesson to reinforce learning and assess pupils' understanding of the work covered.

The co-ordinator has had responsibility for geography since September 1999 only. Nevertheless, she has assessed the current provision well and drawn up an action plan for developing the subject. The school is presently implementing new national guidelines for geography and the co-ordinator is aware of the need for additional resources to be matched to them. Although assessment of pupils' learning in geography is more informal than in the core subjects, teachers do undertake regular assessments. While the information gained influences planning it does not influence the setting of different work for groups of pupils within a class. The co-ordinator has some good ideas for raising the profile of geography in the school through displays and integration of elements of the geography curriculum into the literacy hour.

## **History**

Only one lesson was observed during the inspection. Evidence was also gained from a scrutiny of pupils' work, discussions with teachers and pupils, and a study

of teachers' plans.

Pupils' attainment is at the standard expected for their age. They have a sound grasp of sequencing and chronology in relation to their own lives. They are beginning to develop a historical vocabulary and factual knowledge. Pupils have learned something of the lives of famous people and have written about the Guy Fawkes plot. They know that people lived in different kinds of houses in the past. Year 1 pupils understand that, in the family, there are some people who are older and some younger than themselves. Through discussion they see how people in the family are related to one another and accurately assemble their own family tree. Some pupils understand that there are family members who are not only grandparents but great-grandparents and that they lived further back in the past. Younger pupils have considered how people change as they grow up; moving from baby to child to adult and to an elderly person. This links well with their work in science on life cycles.

Pupils make satisfactory progress in their historical knowledge, understanding and enquiry skills as they move through the key stage. They develop a sense of chronology and gain a simple body of factual knowledge about some famous people who lived in the past. They develop awareness of the meaning of 'old' and 'new'. Pupils with special educational needs, and those for whom English is an additional language, are well supported to have full access to the curriculum and to make satisfactory progress.

Pupils have good attitudes to history and are curious to find out about the past. They very readily answer questions and listen to what other members of the class and the teacher have to say. They confidently share their own experiences, for example about their families. In the one lesson observed, pupils behaved very well.

The quality of teaching, as seen from teachers' planning, the interesting displays of work and the work done previously by pupils, is satisfactory. Teachers plan an interesting curriculum which is mostly taught through broad topics which have an element of history within them. They have secure subject knowledge, and they make satisfactory use of resources. Their planning shows attention to the knowledge, skills and concepts which they intend pupils to acquire. In the lesson observed the teaching was good, particularly in relation to the quality of the discussion which was promoted through careful questioning. The lesson content was pitched at just the right level and the teacher had high expectations of the standards all pupils were capable of attaining.

The school has sufficient resources to teach history to pupils of this age and has an adequate collection of artefacts. There is a small collection of reference books but too few story books with a historical theme suitable for pupils of this age. The co-ordinator, who was appointed in September 1999, has held responsibility for this subject in a previous school. She has already reviewed plans and resources available and has a clear idea of what else is needed. The school does not have whole-school methods for assessing pupils' attainment and progress in this subject, assessment being at the discretion of class teachers. Some examples of pupils' work are retained each year but

there is no systematic approach to assist the planning for pupils' needs as they move through the key stage.

## Music

The standard of music in Year 2 lessons is similar to that normally found towards the end of Key Stage 1. Pupils tap out a rhythm with the fingers of one hand on the palm of the other to accompany the poem 'Wet Playtimes' which they read together as a class. They readily identify the number of beats in a word such as 'chatter', with higher attaining pupils able to say how many beats are in a phrase such as 'What's the matter?' and to play it on an untuned percussion instrument. Pupils are also aware of tempo and use untuned percussion instruments well to accompany a choral reading of the poem, fading out at the end. Year 2 pupils recognise and name instruments such as the triangle and maracas. Year 1 pupils name some of the instruments of the orchestra, such as the flute. In listening to a recording they recognise the sound of a specific instrument, even though they may not know its name. In listening to a violin, for example, one pupil referred to the instrument being 'a little guitar played with a stick'. There is a high standard of singing in assemblies and school productions. The whole school sings action songs very tunefully together and with awareness of the songs' meanings.

Pupils, including those with special educational needs or for whom English is an additional language, make satisfactory progress overall in lessons. They increase their knowledge of musical instruments and develop their understanding of how untuned percussion instruments are played. They improve their sense of timing and rhythm. In one lesson in Year 2, pupils made unsatisfactory progress due to weaknesses in the teaching. In this lesson, the teacher's expectations of the standards the pupils were capable of attaining were too low. In singing assemblies led by the headteacher, pupils make good progress. This is directly related to the high profile given to singing in the school, and the headteacher's high expectations when working with a year group.

Pupils have good attitudes to music. They clearly love music and participate in singing and practical music-making activities with enthusiasm. They listen attentively when gathered together as a class, for example to discuss the sounds made by different instruments. They handle the instruments with care and readily pass them on to others when asked to do so. Positive relationships among the pupils and between the teacher and the pupils is a feature of music lessons. There is a particularly good rapport between the headteacher and pupils in singing practices. Behaviour in lessons and other music activities is very good.

The overall quality of teaching is satisfactory. Of the three lessons observed, two were satisfactory, but one was unsatisfactory. Teachers have secure subject knowledge and usually plan their lessons well. Lessons are well organised and structured, with efficient management of pupils and resources. In one afternoon lesson in Year 1 in which pupils were restless after a wet lunch break, the teacher demonstrated effective strategies for involving pupils and gaining their concentration. In this lesson there was also very effective teamwork with the class teaching assistant. The involvement of the assistant

made an important contribution to pupils' progress. In the unsatisfactory lesson, in one of the Year 2 classes, the teacher did not provide sufficiently challenging work, and the pace of the lesson was too slow. In general, teachers do not take enough account of the pupils' good music skills and tend to underestimate the level at which they are capable of performing. In particular, there is too little challenge for higher attaining pupils.

The headteacher is the music co-ordinator and she sets an excellent example to other teachers in her singing sessions. There are no formalised whole-school assessment procedures for music. The lack of clear assessment information to influence planning contributes to the level of work being insufficiently high to fully challenge all pupils. It is planned that assessment procedures for non-core subjects such as music will become more formalised. The school is very fortunate to have a class teaching assistant who is a very good pianist. Her piano playing makes a very good contribution to assemblies and school productions.

### **Physical education**

The only lessons observed were in gymnastics. Additional evidence was drawn from teachers' planning.

All pupils balance safely using a variety of body parts. They are aware of space around them and develop sequences of movements demonstrating various balanced positions. Younger pupils all hop and move around the hall avoiding others. They enjoy practising giant steps or wading, creeping and running through the 'jungle'. Others move in a good variety of ways as different animals, using various body shapes. They practise and refine their movements as they begin to create sequences of linked movements. Pupils practise methods of controlling their movements and responding imaginatively to music.

Pupils, including those with special educational needs or for whom English is an additional language, make satisfactory progress overall. In one lesson seen, however, progress was unsatisfactory due to a lack of variety in the tasks set and insufficient challenge. Generally pupils make satisfactory progress when the structure of the lesson provides appropriate and challenging activities and the opportunity for them to develop and refine their movements, as is usually the case. As they move through the key stage, pupils develop co-ordination and control in movements and become better able to maintain a balance.

Pupils' attitudes to physical education are good. Even in the lesson where teaching was unsatisfactory, pupils maintained satisfactory attitudes. They behave well, listen attentively to instructions and make efforts to carry out the required tasks. They co-operate well in different sized groups. They respond to challenge, for example when copying another pupil's balance.

The overall quality of teaching is satisfactory. In half the lessons seen, it was good, although it was unsatisfactory in a quarter. Where teaching was unsatisfactory, the pace was too slow and pupils were standing around waiting for the next activity. In this lesson, the quality of teaching adversely

affected pupils' progress. Where teaching is good, there is clear planning and classes are well managed with effective discipline. Instructions are given clearly and praise is used well to recognise good work. Lessons proceed at a good pace and the teacher often demonstrates, or uses pupils to demonstrate, various techniques. The teacher assesses performance constantly and suggests methods of improving it. These aspects of teaching ensure that pupils make progress and develop their skills in physical education.

There is a satisfactory policy written by the co-ordinator and a scheme of work which ensures that pupils cover the Programmes of Study of the National Curriculum. Resources for physical education are of good quality and the school hall provides a good sized space. Pupils usually are correctly dressed for the subject although there is some inconsistency between classes about pupils who forget their kit.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

The inspection was undertaken between 27 and 30 September 1999 by a team of five inspectors, including a lay inspector, who spent a total of 16.5 inspector days in the school.

52 lessons or parts of lessons were observed and evaluated, with a total of 38 hours 40 minutes spent in classrooms while teaching was taking place.

Discussions were held with members of the governing body, teaching and non-teaching staff and a cross-section of the pupils.

Documentation was analysed prior to and during the inspection, including curriculum and other policies, guidelines, subject documentation, service and administrative records, school registers, written reports to parents, samples of pupils' records and individual education plans for pupils with special educational needs.

A range of pupils' work was examined from each year group for the current year, and a sample from last school year, including the work of pupils now in Year 3 and attending another school.

Pupils' progress in reading and mathematics was examined.

The views of parents were considered through analysis of a pre-inspection questionnaire and a meeting attended by 6 parents.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	276	5	52	56
Nursery Unit/School	65	0	0	0

### Teachers and classes

#### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):  
Number of pupils per qualified teacher:

9
30.67

#### Education support staff (YR – Y2)

Total number of education support staff:  
Total aggregate hours worked each week:

6
142.2

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):  
Number of pupils per qualified teacher:

2
32.5

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff:  
Total aggregate hours worked each week:

3
90

Average class size:

27.6
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## Financial data

Financial year: 

1999
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	£
Total Income	639587
Total Expenditure	591633
Expenditure per pupil	1798.28
Balance brought forward from previous year	48783
Balance carried forward to next year	96737

## PARENTAL SURVEY

Number of questionnaires sent out:

333

Number of questionnaires returned:

18

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	17	67	6	11	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	22	56	11	11	0
The school handles complaints from parents well	17	39	39	6	0
The school gives me a clear understanding of what is taught	39	50	6	6	0
The school keeps me well informed about my child(ren)'s progress	33	61	0	6	0
The school enables my child(ren) to achieve a good standard of work	28	61	11	0	0
The school encourages children to get involved in more than just their daily lessons	17	67	11	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	11	61	11	11	6
The school's values and attitudes have a positive effect on my child(ren)	39	50	6	6	0
The school achieves high standards of good behaviour	33	61	6	0	0
My child(ren) like(s) school	56	44	0	0	0

Percentage of questionnaires returned: 5.4