

INSPECTION REPORT

STANBURN FIRST SCHOOL

Stanmore, Middlesex

LEA area: Harrow

Unique reference number: 102214

Headteacher: Mrs Anne Drakeford

Reporting inspector: Ms Ruth Frith
2490

Dates of inspection: 4th – 5th June 2001

Inspection number: 192509

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 - 8 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr T Brownsell
Date of previous inspection:	13 th – 16 th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stanburn First School is a community school for boys and girls of all abilities aged 4 to 8 years. There are 355 pupils on roll, including 85 children in the reception classes. The school is situated in a residential area in the north of the London Borough of Harrow. Pupils come from a variety of social and economic backgrounds with the majority living in owner-occupied homes. The percentage of pupils receiving free school meals is below the national average, although the headteacher believes that some families do not claim their entitlement because hot meals are not provided in the borough. Children come from a wide range of pre-school settings and on entry to school have standards which are broadly average when compared with children of the same age nationally. The percentage of pupils with special educational needs is below the national average and no pupils have a statement of special educational needs. Most of the pupils with special educational needs who require regular additional support have speech and communication difficulties or emotional and behavioural difficulties. There is a wide range of cultural backgrounds represented in the school and nearly half of the pupils come from homes where English is not the first language of communication.

HOW GOOD THE SCHOOL IS

Stanburn First School is a very good school with many significant strengths. It achieves high standards and serves the community well. Teaching is of a high quality and staff demonstrate a high level of care for their pupils. All pupils are encouraged to work hard and are given effective support in order that they achieve the best they can. The leadership and management of the school are very good and manifest themselves in a strong commitment to raising standards while also offering a broad and interesting curriculum. The school provides good value for money.

What the school does well

- Pupils reach well above average standards in reading, writing and mathematics by the time they are seven and also by the time they leave the school.
- Teaching is of a high quality with very good teaching being evident in nearly a half of the lessons observed.
- Pupils have very good behaviour and attitudes to school; their personal development is also very good and they relate very well to each other and to members of staff.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- A high level of care is demonstrated by all who work in the school.
- The leadership and management of the headteacher and key staff are very good.

What could be improved

- Outdoor play provision for children in the reception classes.
- Information for parents, including that in the pupils' annual reports.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 when the quality of education provided, the standards achieved by pupils, the school's climate for learning, and management and efficiency were good. The school has successfully addressed the key issues identified in the inspection report and improved on previous good practice. The quality of teaching has significantly improved and standards in reading, writing and mathematics are now above those reported in the last inspection. Staff have developed a consistent approach to assessing pupils' progress and setting targets for improvement. Consequently, teachers' planning has improved and this has led to the provision of tasks and activities, which are better matched to the pupils' levels of attainment. Teachers have also been trained to identify the needs of more able pupils and consequently the work set is now appropriately challenging. The design and technology curriculum has been developed and pupils reach standards that are in line with the standards expected for their age. Staffing structures and responsibilities have been reviewed and staff now play a greater role in monitoring and evaluating their work. The school development planning process has been refined and staff and governors are able to identify the progress they have made more easily. Overall, governors are now more involved in the work of the school. Improvement since the last inspection has been good and the school has the capacity to continue to improve.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	A	A	B	very high A* well above average A above average B average C below average D well below average E very low E*
writing	A	A	A	A	
mathematics	A	B	A	A	

Children make very good progress with their learning in the reception classes and by the time they are ready to start Year 1, the large majority of children reach the nationally expected standards in all areas of learning and many achieve beyond this. In 2000 the performance of pupils in Year 2 in reading, writing and mathematics was well above the national average. When compared to schools with pupils of a similar background, the levels indicate above average standards in reading and well above average standards in writing and mathematics. Pupils become confident writers from an early age and systematically build upon this as they move through the school. Evidence from this inspection confirms that pupils in Year 2 are expected to maintain these high standards and reach the appropriate targets set. Pupils in Year 3 are also continuing to improve and demonstrate high standards in all three areas. Overall, pupils achieve well and results indicate that there has been an improving trend over time. Pupils with special educational needs, higher-attainers, and pupils who come from homes where English is not the first language of communication also achieve well. No significant difference was noted in the progress and achievement of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy going to school and are interested in what they do. They are proud of their achievements and keen to talk about their work.
Behaviour, in and out of classrooms	Very good throughout the school.
Personal development and relationships	Very good. Pupils develop in confidence as they progress through the school and become increasingly more responsible. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Satisfactory. The rate of attendance last year was broadly in line with the national average. Lessons start promptly and no time is wasted.

The pupils' very good attitudes, behaviour, relationships and personal development provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Across the school, the quality of teaching is very good in 44 per cent of lessons, good in 48 per cent and satisfactory in the remaining 8 per cent. This represents a significant improvement since the last inspection and reflects the high value which senior management place on supporting teachers to give of their best. The school meets the needs of all pupils well. The teaching of children in the reception classes is particularly effective in developing their personal and social skills, and their attitudes to learning. These strengths are built upon successfully in the rest of the school where teachers focus on developing the core skills of literacy and numeracy within a broad and interesting curriculum. Teachers have adapted the Literacy Strategy effectively to meet the needs of their pupils and have successfully brought together previous good practice with new developments. The teaching of writing is particularly good. Teachers have also adopted the Numeracy Strategy successfully and are continuing to review and develop their work. The teaching of reading and writing is very good and the teaching of mathematics is good, with some very good features. Overall, pupils' learning is at least good and often very good. The school allocates valuable, additional support for pupils with special educational needs and this results in their making good progress towards the targets set. Teaching and support for pupils who speak English as an additional language is also very good and ensures that these pupils achieve as well as they can. Higher attaining pupils are well challenged. Teachers manage pupils very well and have high expectations of work and behaviour. Consequently, no time is wasted and pupils try hard to do their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities presented to pupils stimulate their interests and maintain their concentration.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs receive very good support and progress well towards the targets set in their individual education plans.
Provision for pupils with English as an additional language	Pupils are very well supported and fully involved in all learning activities. They make similar progress to that of their peers.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal development through the promotion of spiritual and cultural awareness and knowledge of social and moral responsibilities is very good. Assemblies make a significant contribution to pupils' development in these areas.
How well the school cares for its pupils	Staff have very good knowledge and understanding of their pupils and make very good provision for their welfare, health and safety. The care given to pupils is well reflected in the way pupils, in turn, respect and care for others.

Staff ensure that pupils experience a rich and varied curriculum and that they leave school confident in what they can do. They provide a wide range of activities which develop pupils' academic and personal skills very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to support children and raise standards. She is very effective in motivating a team with a shared sense of values and priorities. The deputy headteacher and other key staff share her vision and fully support her.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of the school's strengths and priorities for improvement and are fully involved in the school development planning process. All statutory requirements are met.
The school's evaluation of its performance	Good. The school effectively analyses its strengths and weaknesses in order to decide what needs to be done next.
The strategic use of resources	Good. The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from the caring and determined leadership and management of the headteacher and the effective work of key staff and governors. All share a clear vision for the development of the school with a specific focus on teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children are happy to go to school and make good progress. The academic standards that the school achieves, particularly writing. The school promotes pupils' social skills well and they are helped to become mature and responsible. The children's behaviour is good. The celebration of all cultures and tolerance for all religions and faiths. The quality of teaching is good and teachers expect the children to work hard. The school is well led and managed. 	<ul style="list-style-type: none"> The provision of homework. Closer working relationships with parents and more information about their children's progress. More activities outside formal school hours.

Inspectors endorse the positive views held by parents and the regard they have for the school. A small number of parents stated that the setting of homework was not appropriate, either too much or not enough. From the evidence gathered during the inspection, inspectors judge the provision of homework to be satisfactory. Inspectors understand the views of a minority of parents who would like closer working relationships with the school and more information about how their children are progressing. In particular, those parents who work, and consequently do not have daily contact with the school, feel that they would be able to support their children further if more information was provided. The school recognises this and is currently reviewing its practice. Inspectors would also support the school in its aim to review and develop the pupils' annual reports which should be improved in line with current national guidance. A few parents cited instances of bullying type behaviour but none were observed during the inspection and most parents and pupils had confidence that these would be dealt with well. The school provides a rich curriculum and all teachers spend much of their lunchtimes reading with pupils. The senior management, therefore, is keen not to place any additional burden on the teachers by providing after school activities. Previous attempts to offer a 'Busy Bee' after school club resulted in a poor response.

PART B: COMMENTARY

Pupils reach well above average standards in reading, writing and mathematics by the time they are seven and also by the time they leave school.

1. In the 2000 National Curriculum tests for seven-year-olds, pupils achieved well above average standards when compared with all schools nationally. This represents a maintenance of standards from the previous year in reading and writing and an improvement in standards in mathematics. When compared to schools with pupils of a similar background, pupils achieved above average standards in reading and well above average standards in writing and mathematics. Over the last five years the school's rate of improvement overall in reading, writing and mathematics has been broadly in line with the national trend and reflects the focus that staff and governors place on improving standards. Data presented by the school indicates that the pupils in Year 3 continued to improve and left school with standards which were above those expected for pupils of the same age nationally. Last year the school achieved the targets set.
2. When starting in the reception classes, children have broadly average levels of attainment compared to children of that age nationally. They make very good progress with their learning and by the time they are ready to start Year 1, the large majority of children reach the nationally expected standards in all areas of learning and many achieve beyond this. Overall, pupils achieve well throughout the rest of the school. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 2 and Year 3 are making very good progress and are in line to maintain the high standards of previous years.
3. The school has successfully implemented the literacy and numeracy strategies. Currently, pupils are making very good progress in speaking, listening, reading and writing at Key Stage 1 and in Year 3. Staff have recognised the particular needs of their pupils and present them with a range of opportunities to develop their interests. This results in pupils being keen to talk about their work, thus developing their skills further, and also gives them much to write about. Pupils are encouraged to listen to the views of others and respond in a positive manner throughout the school. Teachers are particularly effective in improving pupils' speaking skills by extending their range of vocabulary and valuing what they say. Pupils in Year 2, for example, developed their speaking and listening skills well in a personal, social and health education lesson after they had watched a television news programme and were encouraged to put forward their views. Discussion followed on a variety of subjects including the use of sun creams as a protection and the recent spread of Foot and Mouth disease. Pupils' reading skills are developed well as seen in another Year 2 class when pupils read 'The Worst Witch'. Here, the teacher's good reading of the story and her questioning developed pupils' responses to the story and increased their vocabulary. In Year 2 and by the time pupils leave school, they are confident and enthusiastic readers and use a range of appropriate strategies to read unfamiliar words. The pupils' reading skills are enhanced by the support that most parents give when reading with their children at home and also by the additional reading sessions which teachers give regularly each lunchtime. The high expectations of teachers ensure that pupils are encouraged to work hard to develop, and use, a wide range of vocabulary in their writing. The work on display and in their books indicates how the interest of pupils is captured and their skills systematically developed. By the time they leave school, pupils have had practice in writing for a variety of purposes and this helps to support the high standards that they achieve.
4. Pupils in the school make at least good progress in mathematics and often it is very good. The introduction of the numeracy lessons is stimulating pupils' interest, particularly in mental calculations, and they are gaining in confidence and competence. Pupils in a Year 1 numeracy lesson were quickly involved by the teacher's reference to the work done previously and their interests were maintained through a variety of well paced tasks. The effective questioning of the teacher and her good subject knowledge was a key factor in

pupils developing their mathematical skills and thinking. Teachers use mathematical language well and present practical examples to confirm and clarify learning points. This results in pupils making good gains in their learning and attaining above average standards.

5. The school targets valuable additional support for pupils with special educational needs and this results in their making very good progress towards the targets set in their individual education plans. Higher attaining pupils are sufficiently challenged and they reach levels of attainment which match their abilities. Provision for pupils who come from homes where English is not the first language of communication is very good, both in the support given by specialist staff and that given from the class teachers and teaching assistants. Consequently they, too, make very good progress and reach high standards in their work. Most pupils make good, and often very good progress, as a result of the high expectations of staff, the provision of a broad curriculum and the pupils' very good behaviour and attitudes to learning.
6. Although lesson observations were not possible in each area of the curriculum, it was clear from talking with pupils and looking at their work that the good standards achieved in literacy and numeracy help them with their learning in other areas of the curriculum.

Teaching is of a high quality with very good teaching being evident in nearly a half of the lessons seen.

7. Across the school, the quality of teaching is very good in 44 per cent of lessons, good in 48 per cent and satisfactory in the remaining 8 per cent. This quality of teaching represents a significant improvement since the last inspection both in the increased percentage of teaching that is very good or better and the absence of any unsatisfactory teaching. The teachers' performance reflects the high expectations of the headteacher, a good programme of professional support and the monitoring of teaching and learning which identifies teachers' strengths and the school's areas for development. All these features, together with the good team spirit and the strong commitment of staff, result in good practice.
8. The teaching of children in the reception classes is very good. Staff have worked hard to develop their practice and present a positive, consistent approach to teaching and learning. Appropriate attention has been placed on settling children into school and a good range of activities is provided which maintains the children's interest and supports their learning. A good balance is made between direct adult teaching and activities that encourage the children's ability to make choices and work independently or with each other. Children are encouraged to develop their literacy skills through the provision of activities presented around a set text, for example, 'Oi, Get Off Our Train', where the children's speaking and listening skills were developed well by the teacher reading the story and encouraging them to talk about the sequence of events. Her very good questioning developed the children's understanding of the story and, by the end of the session, they joined in speaking some of the repetitive phrases. One child who finds it difficult to concentrate was well managed by the teacher and played an active role in the story by 'becoming' the train driver. All reception teachers show a good understanding of how young children learn by, for example, planning activities such as role play and writing about a train which support the objectives of the lesson and maintain the children's interests throughout. The teaching assistants work well with the teachers and give valuable support to the children. Children are presented with a secure and stimulating learning environment and enjoy their learning. They show interest, behave very well and maintain good levels of concentration. Teachers in the reception classes have worked hard to change their practice in line with the new national recommendations and planning is good. They are particularly effective in developing the children's personal, emotional and social skills, attitudes to learning and behaviour.
9. Children's strengths are built upon successfully in Key Stage 1 and in Year 3, where the school focuses on developing the core skills of literacy and numeracy within a broad and relevant curriculum. The quality of teaching of reading and writing is very good, with particular strengths in writing. In a Year 1 literacy lesson, pupils made very good progress in their writing as a result of the teacher's careful planning and very good teaching which built

systematically on previous work. The pupils' interest was stimulated by the class reading 'The Rain Cloud' and the enthusiasm of the teacher, and her high expectations, resulted in pupils completing their own writing well. Pupils were sensitively reminded to review their work, for example, to ensure that they had correctly used full stops and capital letters, and consequently they had a clear understanding of how to improve. The pupils with special educational needs worked well with support sequencing a story. In a very good Year 3 literacy lesson, the pupils demonstrated a mature and sensitive approach to issues of conservation and the environment, after reading a challenging poem. They were then encouraged to work together to develop their skills of persuasive writing by producing posters. These pupils demonstrated good skills of speaking, listening and reading and also independence in their learning.

10. The quality of teaching in mathematics is consistently good and sometimes very good as pupils make very good progress across the key stages. The Numeracy Strategy ensures that pupils get regular practice in using their mental mathematics skills. The children's mathematical development was very good in a reception class lesson where the teacher used a range of activities to develop their understanding of how numbers are ordered. Her high expectations and the pace of teaching and learning resulted in all making very good progress. In a Year 1 lesson, the pupils continued to improve their skills by developing their understanding of number bonds to 15. They were fully involved throughout and finished the lesson by using a range of different strategies to add to 15 and beyond. Although the quality of teaching in numeracy is consistently good and sometimes better, some teachers do not show the same flare for teaching the subject as they do for teaching literacy.
11. As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and rich curriculum, which stimulates their interests and encourages a desire for learning. For example, very good teaching was observed in a reception class physical education lesson where the teacher's good subject knowledge was used well to develop a sequence of activities which improved the children's throwing, aiming and catching skills. The teacher had very good class control so was easily able to gain the pupils' attention when demonstrating how they could improve. This resulted in pupils changing their practice and developing their skills.
12. One of the most significant factors in improving the quality of teaching since the last inspection has been the identification of clear learning intentions, through careful assessment and planning, and the sharing of these with the pupils. In the best lessons, this helps pupils to understand the relevance of what they are doing and encourages them to work towards set targets. Consequently, pupils are aware of how they can improve their work and they are able to review their achievements at the end of the lesson. Teachers mark the pupils' work well and use the information gained from this to correct any misunderstandings and indicate to pupils how they can improve their work. Teachers are encouraging and this results in pupils becoming confident, keen to answer questions and put forward their own points of view. The comments made to pupils help to raise their self-esteem and give them a clear idea about how they can improve.
13. Additional support for pupils with special educational needs is very good and carefully managed. The smaller group size afforded by this additional support and the clear identification of learning needs result in these pupils making very good progress towards the targets set in their individual education plans. Specialist teaching by the special educational needs co-ordinator to a small group of pupils in Year 2 was particularly effective in meeting the needs of the pupils. Activities were well matched to the pupils' levels of ability and their interests were sustained throughout. Teachers plan well to meet the needs of all pupils within the lessons, including the higher attaining pupils. The specialist teaching in a Year 1 literacy lesson of pupils for whom English is not the first language of communication was very good. The work was suitably targeted and the clear and precise use of language of the class teacher and specialist teacher presented good models. This resulted in these pupils making very good progress when writing their poems and using a better range of vocabulary. Teaching assistants are seen as valued members

of the teaching team and make a significant contribution to the work of the school and pupils' progress.

14. Teachers and support staff take pride in the pupils' achievements through the display of their work. It is of a good standard and contributes positively to the raising of pupils' self-esteem and confidence. Communication within the school is good. Adults set a good example to pupils, who emulate their behaviour and attitudes. It is noticeable that the staff like the children who they teach and they often indicate this. Relationships between staff and pupils are very good.

Pupils have very good behaviour and attitudes to school; their personal development is also very good and they relate very well to each other and to members of staff.

15. In classrooms, around the school and in the playground, the behaviour of pupils is very good. A key feature of the success of the school is the consistent approach adopted by all that work there. Staff are clear about the school's behaviour policy and implement it effectively. Pupils do not distinguish between teaching and non-teaching staff who are all seen as having equal status within the school community and relate to them with ease. On entry to school, children in the reception class quickly learn how to behave due to the high expectations of staff and the setting of clear procedures. This continues throughout the rest of the school. As the work is of appropriate challenge and interesting, children are fully involved and consequently do not misbehave. Pupils are aware of the needs of others and show courtesy and politeness to visitors. The pupils' behaviour in assemblies is very good and they display an understanding that this is a special time of the day.
16. Responses from the parents' questionnaires and discussions with pupils indicate that the vast majority of pupils like school. They are well motivated and respond positively to the teachers and the activities provided. Pupils' attitudes to learning are very good: a reflection of the expectations of staff and the provision of a broad and interesting curriculum. Most pupils are eager to improve their work and have pride in their achievements. They were keen to identify their own work on display and talked about it positively. Pupils listen well to each other and to the teachers, and settle quickly to tasks when asked to do so. Pupils become increasingly independent as they get older. By the time they leave school, they are clear about what they should learn, work well on their own and have the confidence to ask for help when they need it. They show respect for the school, the people within it, and resources. Pupils develop an understanding of the importance of their own learning and most know how they can improve their work. This is supported by the way teachers explain the next steps to be taken in learning, through the marking of pupils' work and through the setting of targets. The pupils' very good attitudes to school and to their learning are key features in ensuring that they work as hard as they can and make very good progress.

Provision for pupils' spiritual, moral, social and cultural development is very good.

17. Provision for pupils' spiritual, moral, social and cultural education is very good and helps to support the working atmosphere evident throughout the school day. Communication between staff and pupils is positive, friendly and supportive. This results in pupils who feel valued and, in turn, value others and their property. Relationships are very good and staff act as good role models in the way they interact with each other and the pupils. A key feature of successful practice is the way that staff set high standards of personal and social behaviour alongside those for academic excellence.
18. Assemblies play a key role in developing pupils' spiritual, moral, social and cultural development. They are well planned and managed and fully meet the requirements for a daily act of collective worship. The messages given through stories encourage the pupils to think about how they relate to others and to value the diversity of cultures. Spiritual development is further developed when pupils are encouraged to value their immediate environment or, as in the Year 3 topic on conservation, look wider to issues in other parts of the world. The pupils show a good understanding of how the effects of humans on the

environment can damage resources and talk knowledgeably about endangered species. The study of art, music, poetry and literature also encourage pupils to reflect on their own feelings and thoughts.

19. Very good provision for moral development is consistently linked to the strong spiritual values found in the school. Pupils work within a secure moral framework based on a behaviour policy that gives clear guidance to staff, pupils and parents. High expectations of good behaviour are manifest in all the work of the school. They are exemplified in the good role-models presented by the staff, and in the respect and courtesy that adults show to pupils and each other. Pupils' understanding of right and wrong is made more secure by giving them responsibility for agreeing and upholding a code of conduct in the class. The school's very good provision for pupils' social development is strongly supported by work in personal and social education. Teachers plan opportunities for extending pupils' social skills in lessons. The youngest are taught to take turns, share and help each other; the oldest co-operate in class activities and undertake collaborative projects. Their social awareness is further increased by fund-raising activities both for the school and further afield. Very good provision for cultural education includes the development of pupils' knowledge of their own culture through the study of history and a growing appreciation of Western culture more generally is promoted through the study of famous artists and composers. The school makes a strong commitment to fostering a respect and understanding of other world faiths. The school community includes a wide range of different national backgrounds and these are used well to bring special insights into different cultural traditions and the bonds between them.

A high level of care is demonstrated by all who work in the school.

20. This is a very caring school which makes very good provision to ensure pupils' welfare, health and safety and enables a harmonious community that values the different backgrounds and experiences which the pupils bring from home. The personal needs of the pupils are met very well. Pupils in Year 3 spoke positively to the inspectors about the school and their experiences. All staff show a strong commitment to the pupils in their care and give freely of their time. All teachers regularly use their lunchtimes to support individual pupils with their reading and help them to succeed.
21. Teachers and support staff have high expectations and they create a very positive learning culture where pupils are encouraged to do their best. All the staff know the pupils well and consequently are able to appropriately challenge pupils to do better, if they think that they can, and support them when they assess that learning is difficult for them. The needs of pupils are identified early and those with special educational needs are given effective support so that they make very good progress. The school fully recognises the need to provide interesting and challenging work for all pupils, including the more able. These pupils are identified and achieve in line with their ability. Pupils who come from homes where English is not the first language of communication are also well supported. All teachers and their assistants work hard to meet the pupils' needs fully. They are all fully involved in all activities and make similar progress to that of their peers.
22. Pupils' personal, social and emotional development is supported by the daily interactions between staff and pupils, through the messages given in assembly stories and by the specific programme of personal, social, health education. Pupils are encouraged to be tolerant of ideas and beliefs that are different from their own and be aware of the impact of their actions on others. Teachers sensitively support pupils experiencing difficulties regarding their conduct and work closely with parents to support their children. Pupils understand the system of rewards and sanctions and gain much pleasure when they are acknowledged as doing well.
23. Staff work hard to provide a building and site which are well maintained and provide a pleasant and safe environment. Pupils are encouraged to interact with the displays of work, books and artefacts. Classrooms are bright, cheerful and stimulating, thus suggesting that

learning is fun and something to celebrate. The display of the pupils' work throughout the school indicates that the staff have pride in the pupils' achievements, helps to improve the environment and raises the pupils self-esteem. Staff are currently working hard to minimise the impact of the effects of the building works on pupils' learning and progress.

The leadership and management of the headteacher and key staff are very good.

24. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She has a very good understanding of how young children learn and this is reflected in the school's practice where children are quickly encouraged to become independent in their learning through experiencing a range of activities. The allocation of resources to further develop the environmental area in the centre of the school shows a good understanding of how young children grow and learn through investigation and observation of, for example, the pond area. The headteacher sets high standards that support her belief that the pupils should leave school as confident individuals who respect others and who have achieved success in their learning. She has developed a senior management structure, which ensures good continuity of learning across the school and the appropriate development of curriculum areas. The co-ordinators are well informed and effective in promoting their subjects and in raising standards. The deputy headteacher shares the headteacher's vision and ably supports her in the aims for improvement and care of the pupils, and in raising standards and improving the quality of education. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. The headteacher and her deputy are particularly effective in managing a staff who share their vision and who want to give of their best.
25. The school has successfully addressed the key issues arising from the last inspection. Governors give full support to the school and are clear about its strengths and areas for development. Overall, governors have good levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. They have trust in the headteacher and staff. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of an effective consultation process. Governors fulfil their statutory responsibilities. They have good control over the budget and have reserved sufficient funds to ensure further development of the school building. Governors try to ensure the best value for their spending and this has resulted in the school providing good value for money. The aims of the school are well met and the drive for high academic standards is effectively combined with other aspects of personal development.

WHAT COULD BE IMPROVED

Outdoor play provision for children in the reception classes.

26. Children receive regular physical education lessons and have access to the playground at certain times of the day but staff are restricted in their ability to provide good quality outside provision to encourage learning. The children do not have an area in which to develop their skills of travelling under, over and through balancing and climbing equipment on a day-to-day basis, nor do they have sufficient opportunities to use equipment, such as ride-on toys. Staff have already identified the need to develop provision for this area of the curriculum.

Information for parents, including that in the pupils' annual reports.

27. Overall, parents are supportive of the school and the standards which pupils achieve. Most feel that they are kept up-to-date with current developments and feel that they have regular access to the staff if any issues arise and they wish to discuss them. A minority of parents, however, would like a more closer working relationship with the school and more information about how their children are progressing. At the parents' meeting, everyone spoke positively about literacy in the school. There was general agreement that sufficient information was received so that parents could support their children well in reading and writing but parents were less sure about how they could help their children with mathematics. They thought that homework seemed biased towards literacy rather than numeracy.
28. Those parents who had regular contact with staff through taking their children to school and collecting them at the end of the day said that all staff were approachable and informative. However, there was a group of working parents at the meeting who felt that, as these channels were not open to them, they were unable to keep up-to-date with current developments. They also stated that curriculum events such as those on literacy and numeracy took place during the day so they were sometimes unable to attend. The timing of assemblies created similar problems, as parents were sometimes not given sufficient notice or had to take a whole day off work.
29. Teachers spend a considerable amount of time writing the pupils' annual reports and cover aspects of personal and social development as well as areas of the curriculum. However, the reports have not kept up-to-date with current guidance in so far as parents should be clearly informed about what their children are doing, how well they are doing it, whether it is good enough and what they need to do to improve. The school needs to review its policy on report writing and this has already been identified as an area for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve outdoor provision for children in the reception classes in order to develop the curriculum in line with the national guidance for children of this age.
(Paragraph 27)
- Improve information for parents by developing the pupils' annual reports in line with national guidance, and by consulting regularly with parents.
(Paragraphs 28, 29, 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	44	48	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	0	355
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	170

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence	%
School data	5
National comparative data	5.2

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	48	42	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	46	45	47
	Girls	42	42	41
	Total	88	87	88
Percentage of pupils at NC level 2 or above	School	98 (93)	97 (93)	98 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	46	47	46
	Girls	42	41	42
	Total	88	88	88
Percentage of pupils at NC level 2 or above	School	98 (93)	98 (90)	98 (96)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	9
Black – other	4
Indian	130
Pakistani	16
Bangladeshi	1
Chinese	6
White	150
Any other minority ethnic group	21

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	14.9
Number of pupils per qualified teacher	28.4
Average class size	29.6

Education support staff: YR – Y3

Total number of education support staff	5
Total aggregate hours worked per week	120

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	629,019
Total expenditure	636,574
Expenditure per pupil	1,814
Balance brought forward from previous year	38,032
Balance carried forward to next year	30,477

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	355
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	1	1	0
My child is making good progress in school.	52	43	1	0	4
Behaviour in the school is good.	45	49	4	0	2
My child gets the right amount of work to do at home.	26	56	13	4	1
The teaching is good.	56	40	1	0	2
I am kept well informed about how my child is getting on.	31	52	10	2	5
I would feel comfortable about approaching the school with questions or a problem.	55	33	7	4	1
The school expects my child to work hard and achieve his or her best.	60	30	2	0	8
The school works closely with parents.	26	54	13	5	2
The school is well led and managed.	39	52	4	1	4
The school is helping my child become mature and responsible.	42	50	2	0	6
The school provides an interesting range of activities outside lessons.	10	38	20	11	21

Other issues raised by parents

Overall, parents have positive views of the school and the work of the staff. They particularly value the stability of staffing, which they claim is not always present in other schools. Generally, parents feel that communication between home and school is good but some working parents would like more information in order that they could more easily support their children at home.