

INSPECTION REPORT

CAMPSBOURNE INFANTS SCHOOL

Hornsey, London

LEA area: Haringey

Unique reference number: 102085

Headteacher: Anne Wilson

Reporting inspector: David Marshall
27681

Dates of inspection: 26th – 29th March 2001

Inspection number: 196527

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Nightingale Lane Hornsey London
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Appropriate authority:	Governing Body
Name of chair of governors:	Barbara Bambridge
Date of previous inspection:	15 th - 19 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Science Music Special Educational Needs	How high are standards? How well are the pupils taught? How well is the school led and managed?
13485	Paul Widdowson	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance.
16773	Raminder Arora	Team inspector	Art and Design Design and Technology Religious Education English as an additional language Foundation Stage	
20010	John Sangster	Team inspector	English Information and Communication Technology Physical Education	How good are the curricular and other opportunities offered to pupils?
22157	Michael Roussel	Team inspector	Mathematics History Geography	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Campsbourne is a larger than average infant school with 234 pupils on roll, which shares its grounds with Campsbourne Junior school. The current school building is of poor quality. The school is in an area of very mixed housing. The children come from a wide variety of backgrounds - some come from wealthy homes, others from very disadvantaged backgrounds, some are asylum seekers. Attainment on entry to the school is very low. An above average number of pupils move to and from the school. There is also an above average take up of free school meals - about 33 per cent of the school roll. There are 74 pupils on the special needs register - over 34 per cent of the school roll and above the national average. The number of pupils with English as an additional language is 34 per cent, also well above the national average. A significant number are at early stage of learning English. The number of pupils supported through ethnic minority support funding is 62 per cent of the roll - again very high.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Campsbourne is a good school that provides a happy and stimulating learning environment for its pupils. It has a very positive atmosphere, and staff and pupils work hard. Pupils achieve well in literacy and numeracy whatever their background or previous attainment. The quality of teaching is good; pupils are suitably challenged and make good progress. The school provides a broad curriculum, with a good range of additional activities. It also provides very well for the pupils' personal and cultural development. The school is currently well led by the headteacher and key staff, with good support from all other staff. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher and key staff are very good.
- Teachers control pupils well and create a very good, supportive atmosphere in the school that includes pupils and families of all ethnic backgrounds.
- The use and contribution of support staff is very effective.
- Pupils' behaviour is good overall. Most are courteous, polite and respectful due to the very good provision made for their moral and social development. Very good relationships exist between all pupils and between pupils and all adults.
- Relationships with parents are good.
- The provision in the nursery is good.
- The overall provision for pupils with special educational needs is very good.

What could be improved

- Standards of attainment and progress in history, geography, design and technology and religious education.
- The governors' overall role in the monitoring of the school's performance.
- The quality of the school accommodation.

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 April 1997. Since that time, standards in the core subjects of English, mathematics and science have risen through the hard work of the headteacher and all staff. The professional leadership and management of the school have shown great improvement as all staff now have clear responsibilities. All subjects now have policies and schemes of work, and planning is now effective for most subjects with learning objectives being clearly defined as required by the last report. The monitoring and evaluation of teaching has been very effective, as almost all teaching is now at least good. This is particularly true of provision in the nursery, which is now good. Assessment of pupils' performance in the core subjects of English, mathematics and science is now rigorous and long term. This has led to greater progress in these subjects as the vast majority of lessons now offer all pupils appropriate challenges. The daily acts of worship, as well as meeting statutory requirements, are now making a positive contribution to pupils' spiritual and moral

development. Requirements are being met in religious education but there is still more to do. Overall, the school's improvement since the last inspection has been good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	E	E	E
Writing	C	E	E*	E*
Mathematics	D	B	E	E

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

The standards in English, mathematics and science were well below average by the time the pupils left school when compared with the national test results in 2000. Those in writing were in the lowest five per cent nationally. Many pupils come into the school with English as an additional language and, therefore, with low skills in reading and speaking and listening. This affects their ability to focus on the tasks that are expected of them. Also many pupils join after difficulties in other schools or as refugees from other countries. In the last four years the school's improvements in all core subjects of the curriculum have fluctuated, but overall have followed the upward national trend. Taking into account the very low attainment of pupils when starting school, the very large number of pupils with special educational needs and the number of pupils coming and going from the school, the school is successful in meeting the agreed targets for improvement. Standards seen during the inspection were above these test results but still below average in reading, writing and mathematics. Pupils make good progress, in part due to the school's successful response to the National Literacy and Numeracy Strategies, but also due to the fact that assessment procedures are more systematic and used effectively, and teachers match tasks more closely to pupils' needs. The overall level of achievement in science seen during the inspection is in line with what could be expected for pupils of this age. Pupils make sound progress in music, art and design and physical education, but do not achieve satisfactory levels of achievement in religious education, history, geography and design and technology, as the planning of the curriculum is not always appropriate for pupils of this age and in this area.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are keen to learn and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good. In lessons pupils settle quickly and concentrate on the tasks they are given. During playtime there was no evidence of bullying or aggressive behaviour and pupils from different ethnic minorities play well together.
Personal development and relationships	Pupils' personal development is good. The relationships they form are very good.
Attendance	Attendance at the school is satisfactory and there is a low rate of unauthorised absence. Punctuality has been a problem but is now improving.

The school is successful in meeting the needs of pupils regardless of their ability and previous school background. Pupils are made to feel welcome and their efforts are valued and rewarded. As a result the pupils' attitudes, values and relationships are significant strengths of the school and have a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Not applicable

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

The quality of teaching is good overall throughout the school. Twenty-five per cent of the lessons observed were very good or better, over 70 per cent were at least good and 98 per cent were satisfactory or better. Therefore, only two per cent were unsatisfactory. This is a considerable improvement over the last inspection when a significant number of lessons were unsatisfactory. The overall good quality of teaching enables pupils to make good progress throughout the school. Teachers' knowledge and understanding of the curriculum, and of the individual needs of pupils, is good. This means they teach the essential basic skills of literacy and numeracy effectively across the curriculum and most pupils learn well. Teachers have high expectations of pupils, which result in the overall good behaviour and good learning. Higher attaining pupils enjoy their learning and make good progress as a result. Occasionally teachers' planning of lessons in religious education, history, geography and design and technology is inappropriate because the work is not relevant to pupils in this school, and does not build on what they have learnt and understood before. As a result pupils learn less than they are capable of doing in these subjects. In most lessons the class discussions are lively and challenging and lessons move along at a good pace. Questions are carefully thought out and bring all pupils into the discussions. Pupils learn to listen carefully and concentrate for longer periods of time as they get older. A wide variety of teaching methods are employed to make lessons interesting, and pupils enjoy their learning. Teachers relate very well to their pupils and they manage classes well. The teaching of pupils with special educational needs is good and they achieve sound standards in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a broad curriculum that meets the requirements of the National Curriculum. There is an appropriate curriculum for the Foundation Stage, and the school prepares pupils well for Key Stage 1 in English, mathematics and science.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Learning support is effective and individual education plans are good and are reviewed systematically and regularly. All pupils take part in the full curriculum.
Provision for pupils with English as an additional language	Pupils with English as an additional language are given good support. The quality of teaching is good and ensures they have access to the full curriculum and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall, with a particular emphasis on developing very good moral and social attitudes. There is good provision for pupils' knowledge of their own and other cultures.
How well the school cares for its pupils	Procedures for child protection, ensuring pupils' welfare, and the monitoring and promotion of attendance are good. The way the school monitors and assesses pupils' attainment and progress are good in English, mathematics and science.

The school works well in partnership with parents. The quality of information provided by the school about the pupils' progress is good. This is a caring school that provides a safe and caring environment for its pupils. The way that all adults look after pupils in order to meet their needs is very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides very caring and purposeful leadership and enables the school's aims to be achieved through her vision and careful day-to-day management. The deputy headteacher and management team are very effective.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities. However, they do not monitor provision sufficiently to play an effective role in shaping the direction of the school.
The school's evaluation of its performance	Good overall. The school takes all appropriate action to evaluate the results of all decisions and address their priorities and areas for development very well.
The strategic use of resources	Good use is made of most resources. The time available is not being used as effectively as possible. Support assistants work hard and are effective in helping pupils. The budget, including all specific grants, is used effectively.

All staff are deployed well and work as a close and supportive team, together with the classroom assistants. Some parts of the school's accommodation are unsatisfactory. Learning resources are satisfactory in all subject areas and sufficient to deliver all aspects of the National Curriculum. The head, finance officer and secretary take care to acquire best value for money in all purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Teaching is good. • The school is well led and managed and is helping their children to become mature and responsible. • The school works closely with them. 	<ul style="list-style-type: none"> • The consistency and effectiveness of homework. • The information they receive about their children's progress. • The range of activities outside lessons.

The evidence from the inspection confirms the overall positive views of the parents. Although some parents are concerned about the amount of information they receive, this is generally good. The inspection team does not agree with some parents about the homework their children are given or the range of extra-curricular activities available. Homework is linked with the work being covered in lessons, parents are well informed so they can help, and pupils' progress is enhanced as a result. The quality and number of additional activities are satisfactory for this age group and make a contribution to the pupils' overall development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children's attainment on entry to the nursery is very low in all areas of learning. It is particularly poor in the area of communication, language and literacy. Many children have English as an additional language and speak little or no English at all. Due to this very low starting point, their overall standards of attainment by the end of the Foundation Stage are still well below the national expectations. Inspection evidence shows that most children do not reach the expected standards in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world. Children achieve best in their personal, social and emotional development because of the good teaching they receive. They attain many of the standards expected in the areas of creative and physical development by the end of the Foundation Stage. These findings show that standards are better than at the time of the previous inspection. Although children attain standards well below national expectations, their progress in all areas of learning is consistently good.
2. In the National Curriculum tests for seven year olds in 2000 pupils achieved results which were well below the average for all schools in reading and very low in writing. The evidence of the inspection shows that standards being achieved by the current seven year olds are better than last year's results indicate. Standards in writing are still below average, but standards in reading are as expected for pupils of this age. This represents good achievement, bearing in mind the low levels of literacy of pupils on entry to the school, the high number of pupils with special educational needs and of those who have English as an additional language.
3. Standards of speaking and listening are below average. Pupils' vocabulary and knowledge of words is limited, although the school has good strategies for the teaching of letter sounds, and pupils are attentive during the shared work in literacy lessons. Standards of reading have improved as a result of the good strategies employed by the school. Higher attaining pupils read demanding texts with confidence, accuracy and developing expression. Lower attaining pupils recognise familiar words but have not yet developed strategies to deal with unfamiliar words. Most pupils know about the author and title of a book and are able to use the contents and index pages of a non-fiction book effectively. Although standards of writing are below average, the teachers are developing writing well across the curriculum. The writing of higher attaining pupils shows an awareness of sentence structure. They use capital letters and full stops appropriately, although sometimes they make mistakes over tenses. Higher attaining pupils are beginning to write in different styles and for many reasons, but the writing of others is limited, and they do not always use capital letters and full stops accurately.
4. Standards in mathematics are below average by the end of Key Stage 1, as the results of the 2000 national tests showed, but they are beginning to rise. During the inspection week, standards in lessons seen were often at a level appropriate for pupils of this age. Pupils with special educational needs make very good progress because of the close attention paid to the targets of individual educational programmes in planning and the very good support given by classroom assistants. Higher attaining pupils also make good progress as they are well challenged with additional extension activities in most lessons. Pupils in Year 1 add and subtract numbers to 20, are familiar with the names and properties of two - and three - dimensional shapes, count in 2's, 5's and 10's, recognise the shapes of numbers and use number bonds to 10. Higher attaining groups work well independently. Pupils in Year 2 can count in 5's and 10's from any number to 100, learn to find the difference between two numbers by counting on from the smaller number, and understand the time to the hour, half hour and quarter hour on the analogue and digital clock. In the higher ability groups pupils were using coins to work out three sets of 30p. They were able to use good mathematical language and referred to their results as "thirty divided by three equals ten".

5. The standards of attainment in science shown in the teacher assessments at the end of Key Stage 1 in 2000 were average for pupils of this age. The separate results for each attainment target are similar, showing that all areas of the science curriculum are covered evenly. Standards seen in lessons during the inspection were also average overall and, in most lessons, progress was good. In general the standard of written work is below average. Many of the pupils understand their work better than they can explain it, especially in writing. Poor communication skills generally, impoverished language and a short memory span all help to delay progress. Higher attaining pupils make good progress, particularly in their ability to carry out simple investigations.
6. Scrutiny of pupils' work used in displays showed evidence of information and communication technology being used in different curriculum areas and pupils making sound progress in their use of computers. However, pupils do not meet the nationally expected standards. By the end of Year 2, the more able pupils are able to write parts of simple stories on a computer and use text to make labels for classroom displays. In the reception classes, older pupils begin to use the computer for writing text, and learn how to use the shift and return keys. This overall experience in the reception classes is built on in Year 1 where pupils have begun to write their responses to stories in their own words.
7. Although the overall standards they achieve are below those of most pupils of this age, they make sound progress in music, art and design and physical education. However, pupils do not achieve satisfactory levels of achievement in religious education, history, geography and design and technology. The planning of the curriculum in these subjects is not always appropriate for pupils of this age and in this area. There is also insufficient analysis of pupils' strengths and weaknesses after each project. This means that the curriculum is not adjusted appropriately to enable teachers to raise the levels of pupils' achievements uniformly.
8. Pupils with special educational needs achieve well. The school's records show that, in relation to their prior attainment, their achievement is better than would normally be expected. Despite this good level of achievement, the very low starting point for some of these pupils means their overall level of attainment is still well below average by the time they leave the school.
9. Pupils who speak English as an additional language receive effective support from the specialist teachers and from the class teachers. This ensures their full involvement in all activities and adds to the achievements that they make. By the end of Key Stage 1, most use English effectively and many make good progress and attain sound standards in their work.

Pupils' attitudes, values and personal development

10. Pupils of all abilities, including those with special educational needs and English as an additional language, have positive attitudes towards school that enable them to learn well. Pupils enjoy coming to school and find the work interesting and challenging. In lessons they listen attentively and concentrate on the tasks they are given. Pupils share resources willingly and work independently and collaboratively in pairs and in small groups. They answer questions enthusiastically, which enables teachers to assess what they know and understand. At lunchtime, many pupils enjoy a range of indoor games and other activities supervised by staff, which contribute to their personal development.
11. Behaviour is good. In lessons pupils settle quickly and concentrate on the tasks they are given. During playtime, they are lively and boisterous and there was no evidence of rough or aggressive behaviour, isolation or harassment. Pupils from different ethnic backgrounds play well together. At lunchtime pupils are well behaved in the hall and noise levels are acceptable. Pupils move around the school in an orderly manner and open doors for each other and for adults. Pupils have a clear understanding of right and wrong and are aware of the school's code of conduct. They are involved in establishing their own classroom rules and consider the impact of their actions on others. They develop very good respect for the feelings, views and beliefs of others.

12. Relationships between pupils and between pupils and adults in the school are very good. Pupils are happy to approach staff with any problems or concerns they may have. The high priority the school places on developing relationships and pupils' personal skills produces very good results. 'Circle Time' lessons are used effectively to support personal and social development.
13. Pupils' personal development is good. They have a range of individual classroom responsibilities and the older pupils help with setting up equipment for assembly, carrying messages and helping in other classrooms.
14. Attendance at the school is satisfactory and, although it is slightly below the national average, there is a low rate of unauthorised absence. The school has experienced problems with a small number of pupils arriving late and has recently introduced a 'late book' in which the names of all pupils who arrive after registration are entered. This has already had a positive effect on improving punctuality.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is good overall. The teaching observed during the inspection was judged to be good or better in over 70 per cent of the 65 lessons seen. Twenty-five per cent of lessons were very good or excellent. Only two per cent of lessons were judged to be unsatisfactory, which shows substantial improvement on the significant amount of unsatisfactory lessons at the time of the last inspection.
16. The good quality of teaching enables pupils to make good progress in the Foundation Stage and Key Stage 1. Most teachers are aware of the very differing needs of pupils and, therefore, the deployment of classroom assistants and parents to support pupils is good. Teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class teaching to group work. Teachers made sure that lessons were challenging for all pupils and extension activities were well planned for those pupils of higher ability.
17. The teaching in the nursery was good overall. The adults are very aware of the differing needs of the children on entry and provide a rich and rewarding curriculum. They rightly emphasise language and social skills and the children make good progress in these aspects. The nursery is a very welcoming start to each child's education and the necessary integration of early work with that covered in the reception classes is very well planned. This is a very significant improvement on the position at the time of the last inspection in 1997.
18. The teaching in the reception classes was very good in the lessons observed. Planning clearly identifies what pupils are to learn and means that all activities selected are a good preparation for the pupils' start to the National Curriculum. The teachers carefully identify what is needed to build on what children already know. Children of all abilities are given good support and so their progress is good. Classroom organisation is good and the teachers do their best to help pupils achieve the early learning goals for pupils of this age.
19. The good teaching at Key Stage 1 reflects the teachers' good subject knowledge across the curriculum. Teachers have implemented the literacy and numeracy initiatives well. Planning is good in these subjects and identifies clearly how groups of pupils of differing abilities are to be taught. For example, in the 'reading days', the Year 1 and 2 teachers plan a variety of practical work which pupils can undertake independently. The planning in English, mathematics and science is very effective, the classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans. However, lessons planned in religious education, history, geography and design and technology are not always appropriately challenging and pupils make less than satisfactory progress in these subjects as

a result. The very effective teaching observed during the inspection is an example of where the considerable individual teaching strengths of the teachers have been utilised to the very best effect through their careful assessment and planning of the three core subjects of English, mathematics and science. This is a good model the school plans to apply to all other subjects.

20. The deputy headteacher and the senior teacher, who make up the senior management team with the head, are very good models of best teaching practice, particularly in their attention to detail, enthusiasm and class management. The lessons taught by them during the inspection were of a very good quality overall and often excellent.
21. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to their lessons' purposes. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well introducing new ideas with care and clarity. All teachers set good examples, and the most effective teaching ensures that other pupils share their skills and thinking with others.
22. Teachers get on well with their pupils. They use praise well to modify behaviour and reward good work. They give very clear instructions to pupils and listen carefully to their replies and questions, and show they value them all. Teachers manage pupils very effectively which results in increasingly good behaviour. In all lessons, the teachers were careful to use the completed work of pupils as good examples. This meant the best responses and work were constantly reinforced and all examples of challenging behaviour kept in check. This kept all pupils' attention focused, and resulted in good progress.
23. Teachers assess pupils' understanding in a variety of ways. Sometimes they check out pupils in groups to see how well they are doing. Sometimes they use a range of checklists based on planned lessons to check pupils' progress. These assessments are used accurately and most lessons are appropriately challenging. However, although teachers use these assessment procedures really effectively in English, mathematics and science, they have not yet applied them successfully in all other subjects. Marking is generally effective. The teachers of the younger pupils discuss their results, rather than just write comments in their books, and this is particularly effective since pupils then know how to improve their work. Homework is used appropriately and well to support pupils' progress throughout the school.
24. There is a good level of awareness of the needs of the full range of pupils with special educational needs amongst all teaching and support staff, and in-service training has enhanced this further. Teachers and assistants work closely together to plan support in the classroom as well as to plan work for pupils to meet their individual needs. Assistants in some classes are given prompt sheets that effectively direct pupils' observations in their classroom groups and so no time is wasted. A particular strength in provision is the work done by assistants with pupils who have behaviour problems and with those who have statements of special educational need. They provide discreet support that enables these pupils to play an active role in class, and make notes on their pupils' achievements to feed back to teachers.

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

25. The school provides pupils with a broad curriculum. It meets the legal requirements to teach all subjects of the National Curriculum and religious education. There is an appropriate curriculum in place for the Foundation Stage, and the school prepares pupils well for Key Stage 1. However, the time allocated to teaching in Key Stage 1 is below the recommended minimum for infants, although during the inspection the attempt was made to start lessons five minutes earlier than usual, which appeared to have some effect. Planning of the school day is further complicated by the long lunch break. Because of these problems over time, the

curriculum is not always sufficiently well balanced. The school has planned its curriculum using the latest national guidelines, but it has not always adapted these sufficiently to meet the needs of the pupils in the school. The coverage of history and geography is not appropriately matched to the experience of the pupils, and the teaching of religious education does not meet all of the recommendations of the local authority's syllabus, either in the time allocated or in its coverage of different aspects of the subject. Pupils also do not have sufficient opportunities to learn design and technology skills.

26. The school has adapted the National Literacy Strategy well to meet its own needs, and this provides a good model to be applied to all other subjects. One day a week in each class is a 'reading day' in which all pupils have the opportunity to read with a teacher or classroom assistant, while other subjects are being taught in the classroom. On another day, the whole of the 'literacy hour' is given over to a writing workshop. This is a good response to the need identified by the school to improve pupils' writing skills. The National Numeracy Strategy has been implemented effectively, and this is helping to raise standards in mathematics.
27. Although some parents feel that there are not sufficient additional activities, the inspection team found that these were satisfactory for an infant school. There is a lunchtime club at which a range of activities takes place, and a small number of pupils have instrumental music lessons. Some pupils also go to an after-school club to give them an opportunity to enjoy additional curriculum activities.
28. The school's policy is one of including all pupils, regardless of their background or needs. Teachers know their pupils well and there is very good equality of access to the curriculum for pupils of all levels of attainment and educational need, and for those from ethnic minorities and those who have English as an additional language, for whom effective support is provided. Pupils with special educational needs are identified quickly throughout the school, and given good support. Their individual education plans are well matched to their needs. Provision outlined in statements is implemented by the school and by any other outside agencies involved. Annual reviews are carried out in line with the local authority's guidelines. The provision for pupils who are very able is systematic and they make good progress in all subjects and achieve appropriately high standards.
29. The school's provision for personal, social and health education is good. Sex education is given with care whenever the occasion arises. The school makes good use of 'Circle Time' with pupils in the reception year, when they sit and discuss matters of concern to them without fear of interruption. With older pupils this is combined with 'fruit time', when it becomes a good opportunity for their social development.
30. Provision for pupils' moral, social and cultural development is very good overall. Spiritual development and a good sense of community are promoted strongly through assemblies and religious education lessons. Religious education lessons help to provide pupils with a good knowledge and understanding of other faiths as well a deeper understanding of their own. In some lessons, such as 'Circle Time', pupils are encouraged to reflect on important issues and relationships.
31. Pupils' moral development is very good. Staff have high expectations of pupils' behaviour and they respond positively. Teachers provide good role models for pupils, reinforcing the values set by the school. Pupils are reminded about being caring towards one another and in lessons they are expected to share materials and take turns. Older pupils are encouraged to look after younger ones and do so willingly through, for example, helping the smallest children with their trays at lunchtime and helping out at wet playtimes. Pupils develop a clear understanding of right and wrong.
32. Social development is also very well provided for. From the nursery onwards pupils learn to work and play together well. Circle Time sessions give them the opportunity to discuss matters that are important to them and pupils take this seriously and participate sensibly.

Pupils are expected to take responsibility within the classroom and undertake a range of duties, and enjoy doing so.

33. The provision for pupils' cultural development is good. They learn to appreciate their own cultural traditions and values through English, art, music and history. Music also introduces them to a range of cultures and traditions and the school has a good range of instruments used in other cultures. The pupils learn about how people live and work in other countries and about the role and contribution that other ethnic groups make to their society. A very good example of the school's provision for their pupils' spiritual, moral, social and cultural development was a whole school assembly observed during the inspection. During this assembly pupils from the local Kurdish community from this school, and the adjacent junior school, joined together to perform dances and music in their national costumes. The interest generated led to several discussions throughout the day.
34. The contribution of the local community to pupils' learning is as expected for a school of this type. There are very good links with the junior school, which ensure continuity of pupils' learning. The school takes part in the Healthy Schools Initiative, and there are other links, for instance with local businesses, but these are limited. The school nurse makes a good contribution to health education. Visits to places of interest in the area, for instance to Alexandra Palace, make a real impact on the curriculum offered to all pupils. The school has good links with North London University, which enable it to receive student teachers, who make a valuable contribution to pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. There is a good range of procedures in place for assessing pupils' academic attainment and progress in reading, writing, mathematics, science and information and communication technology. The results of national tests are analysed and targets set for the next year. Target setting was introduced in June 2000 and is reviewed in November and February. This is already have a beneficial effect on the progress pupils are making. Each of these subjects now has clear guidelines that show what pupils should be learning and this helps teachers to identify underachieving pupils. Each subject co-ordinator monitors formal assessment and gives feedback to teachers, which has been both helpful and effective. Weekly planning is seen by the headteacher and deputy headteacher when evaluations from the previous week are analysed. Medium-term plans are monitored by the subject co-ordinators and the senior management team who make sure that lesson objectives and assessment have been identified. Monitoring of teaching is undertaken to see how assessment is used.
36. Teachers in each year group work closely together for joint planning and ensure that the work is matched against the needs of the pupils. Short-term assessment is good. Teachers use these assessments to plan future lessons. Assessment is also used to help teachers decide what additional support is needed and the setting of groups for different subjects. The main weakness is found in subjects other than English, mathematics and science. In these other subjects, there is insufficient evaluation of how well pupils are learning. As a result, this makes it difficult for teachers to decide how best to help pupils with the next step in their learning. However, this has been identified by the assessment co-ordinator who has incorporated targets into the action plan.
37. The school places a high priority on the importance of all pupils having equal access to the curriculum. A statement on equal opportunities is made in the school prospectus and all policies and so teachers and other adults are always aware of this aspect in their planning. The school has appointed a senior teacher to take over the co-ordination for Ethnic Minorities and Travellers Achievement Grant, which has highlighted the importance of this part of their work. The appointment of a member of staff who can speak other languages helps and supports pupils who have English as a second language. This is particularly relevant to Albanian and Turkish pupils whose English is still at a basic stage. All pupils take part in assemblies and performances regardless of class, gender and ethnicity. To support pupils

who have physical handicaps, the school has wheelchair access. Overall the provision for equal opportunities is good.

38. The school provides a safe and caring environment for its pupils and staff which creates a good learning atmosphere. There is an effective health and safety policy and the headteacher and health and safety governor conduct regular inspections to make sure the premises are safe and welcoming. There are clear procedures for dealing with accidents and two members of staff are qualified in first aid. All accidents are recorded appropriately. The school has a clear policy on dispensing medicine in school, which is clearly stated in the prospectus. An effective child protection policy is in place but the school does not have a programme for staff training and there are no written guidelines for teachers on how to identify children who may be at risk.
39. The behaviour policy is detailed and effective with a clear system of rewards and sanctions that are applied consistently throughout the school. The good procedures for promoting and monitoring behaviour have established a good learning environment which has a significant impact on attainment and progress. Attendance registers are marked accurately using appropriate symbols and the Education Welfare Officer regularly visits the school to monitor attendance and punctuality. Any unexplained absence is quickly followed up.
40. The school provides effective support and guidance for all pupils including those with special educational needs and English as an additional language. The policy of including every child regardless of their needs is very effective and a particular strength of the school.
41. The school deals with sex education at an appropriate level for the age of its pupils. Teachers know the pupils well and personal development is effectively monitored. The progress that pupils make with their personal and social development is recorded as an essential part of their annual reports.
42. There is a good induction programme for pupils coming into school. Most pupils join the reception class after a time in the school nursery. Staff visit those who come from other pre-school groups, and the children are invited into school prior to starting. Home visits are offered to all parents. There is good liaison with the junior school and procedures ensure a smooth transfer to the next stage of education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has established a good partnership with parents which has a positive impact on the quality of pupils' learning and the progress they make. Most parents are very supportive of the school and the work it does. The school provides good quality information to parents through the prospectus, the governors' annual report to parents and regular newsletters. There are termly information sessions for parents that usually focus on a particular area of learning. Pupils' annual reports provide good information on attainment in the core subjects but coverage for non-core subjects is often brief and does not always provide parents with information on what their children know and understand. They do not cover information and communication technology, and design and technology, as separate subjects.
44. There is a coffee morning in September where parents are invited into school to meet the new teachers for the coming academic year and, every half term, parents receive information on topics to be covered in school. There are termly consultation meetings for parents in the autumn and spring terms where sufficient opportunities are given for parents to discuss their children's learning and progress with teachers. Parents are also given the opportunity to discuss pupils' annual reports although very few take up the offer.
45. Parents of pupils with special educational needs are involved in target setting and reviews, and are kept closely informed of their children's progress. The school is very supportive of parents who do not have English as their first language and, in conjunction with the junior school and

the local adult education college, organise English classes three times a week. Parents, who have children who under-achieve in literacy, receive guidance on how they can help their children with learning at home.

46. Parents are encouraged to contact staff if they have any problems or concerns and they find the school a very welcoming place to be in. The time at the beginning of the school day when parents deliver their children is effectively used for informal discussion.
47. A small number of parents regularly help in the classroom where they support reading, artwork and sewing. An effective home school association regularly organises social and fund-raising activities, which raises £4,000 to £5,000 a year. This money supports the school well through the purchase of equipment and improving facilities. They are currently supporting the building of a new library and their next project will be playground improvements.
48. There is an appropriate home school agreement and many parents support their children at home with reading, spelling and mathematics although there is no specific policy on homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school is very good overall. The leadership of the headteacher is of a high quality. She has a very clear vision of the direction that she expects the school to take to ensure a first rate education for all pupils regardless of their background or individual need. She is a firm and caring leader with a high level of professional knowledge and expertise that is clearly reflected in all aspects of her work. She has used these attributes to mould together a team of hard working teachers who share her vision that all pupils should receive the best possible opportunities in life as a result of the education they receive. An outstanding feature of her leadership and vision is evidenced by the way in which the school has been developed to include all pupils, some of whom would not normally find a place in mainstream education. Parents know that, at all times, they will be received with care and consideration to discuss matters of importance to them or to seek help when they are in need.
50. The headteacher is fully supported and complemented by a very capable deputy and senior teacher who are teachers of high quality in their own right. The senior management team matches the headteacher in her enthusiasm for promoting the highest levels of education and care for both pupils and their parents. They have a clear understanding of their roles as senior members of the school. As a result, the school is united in its approach to guiding and teaching all pupils regardless of their background or needs.
51. This strong leadership structure is strengthened further by the good work carried out by the co-ordinators. All co-ordinators are clear about the roles that they fulfil and they do this very well with varying degrees of effectiveness depending upon the length of time that they have held their specific responsibilities. The whole ethos of the school, and the attitudes of teachers to their work, is such that all respect the individual parts that each has to play in terms of guiding and monitoring the quality of their own work. As a result, this is a very good team of teachers who work as one for the total benefit of the pupils of this school.
52. The provision for pupils with special educational needs is very good, and the progress they make is good. The management of provision for pupils with special educational needs has improved since the last inspection. The special educational needs co-ordinator is very enthusiastic and diligent. She has created very effective systems for tracking the progress of pupils on the school's special needs register. The individual education plans are detailed and sensible. The targets set for individual pupils are appropriate and take them forward in realistic steps that they all understand. The reviews of statements are handled well and the relationships with parents are good.

53. The quality of monitoring and evaluation of the school's performance and the taking of effective action by the school staff is good. Their main focus has been on supporting the development of the core curriculum subjects of English, mathematics and science, and this has been successful. Co-ordinators monitor the effectiveness of teachers' planning regularly and ensure that these plans are put into practice. The senior management team monitors and evaluates each teacher in action at least once a term. The introduction of new staff to the school, including newly qualified teachers, is also very good. Newly qualified teachers are monitored regularly to ensure that they develop in a positive way. They receive regular guidance, and targets are set to help them grow in confidence and skills. To this end, they are provided with appropriate opportunities to observe other colleagues in action and so learn from the good teaching practice of others.
54. The governing body is led by an experienced chairperson who supports the actions that the headteacher is taking to move the school forward. The effectiveness of the governing body in fulfilling its statutory responsibilities is satisfactory. They have a strong committee structure in place, which deals effectively with issues relating to curriculum, finance, buildings, staffing, admissions and public relations. Governors bring a wide variety of expertise to their role. Some governors have been able to visit lessons, hold discussions with teachers and co-ordinators, and gain some overview of standards in subjects. Strategies are in place for sharing this information with the full governing body, but their ability to ask relevant questions to check how well the school's plans for improvement are progressing is still developing. For example, they have not yet linked individual governors to literacy and numeracy in order to gain a close overview of standards in these key areas, and the governing body plays a passive role in the school's procedures for setting targets for national assessments. They also rely heavily on information provided by the headteacher when taking part in the process of school development planning, and reviewing the progress made towards targets.
55. The school's improvement plan is good. It covers a period of three years through a general overview with the current year broken down into detail. This deals with all relevant aspects of planning and action and relates various priorities accurately to the costs involved and to the budget implications. All teachers are involved with the development of this plan and co-ordinators take specific responsibilities for developing their parts of it. The headteacher ensures that specific success criteria are included in the plan so that regular evaluation of its progress occurs to ensure that the school's targets are met.
56. Since the last inspection, the school has made good progress with improvements in all areas of concern. The curriculum is now balanced and supported by policies and schemes of work for all subjects that are either completely updated or re-written. Others are earmarked for revision as part of a planned development programme, as with policies for religious education and art. Assessment of pupils' learning has been impressively improved in English, mathematics and science. Procedures and action now relate clearly to pupils' learning targets. Learning intentions are clearly defined for every subject and for pupils of all abilities in the core subjects and planning for this is good at all levels. Assessment procedures for the foundation subjects are at various stages of development. The curriculum provision for reading, information and communication technology and music has been successfully improved in order to support pupils' attainment in these subjects. The level of ongoing appraisal and assessment of teachers at work is now of high quality. This has raised the quality of teaching throughout the school and especially in the nursery which was a particular weakness at the time of the last inspection. The headteacher and senior staff have clear understanding and insight on what needs to be done to improve the school further.
57. The school manages its finances effectively. The day-to-day functions of the office are carried out professionally by the office team and the financial assistant ensures that all matters relating to income and expenditure are dealt with efficiently. Specific grants are used effectively for their designated purpose and the school's use of best value principles in deciding upon purchases of resources is good.

58. The school is well provided with suitably qualified teachers and support staff to meet the demands of the curriculum. The ratio of pupils to teachers is low compared with other schools and all teachers are trained to teach this age group. For the two Year 1 classes there is an additional teacher who is used well to support the two class teachers. In Year 2, pupils from ethnic minorities receive good, targeted support from a specially designated teacher. Although there has been a significant turnover in the teaching staff, this has been largely because of promotion, and the posts have been filled with well-qualified replacements. The school has also been able to ensure that the staff reflects the ethnic diversity of the school community. Teachers and learning support assistants work well together as partners in the classroom, and special needs support assistants give very good support to the pupils for whom they are responsible. The nursery nurses also provide good support for teachers in the Foundation Stage. There are good procedures in place for the induction of staff who are new to the school, including those who are newly qualified, and the school provides good support and opportunities for student teachers.
59. The present accommodation in the school is inadequate for the demands of the curriculum. At the time of the inspection a library, which will be a striking and valuable addition to the school's facilities, was being constructed, but most of the building is in a poor state of decoration. Although teachers have made good use of wall space for displays, including those of pupils' work, the external appearance of the school is poor and the building does not provide an attractive environment for learning. The two Year 1 classes are accommodated in the junior school building, away from the other facilities of the infant school, which causes a lack of access to some facilities, and is a justifiable cause of concern to parents. During the inspection it was noted that parents and other visitors pass through the infants' hall and one of the reception classrooms, sometimes while lessons are taking place, to reach the nursery. This is caused by the unsuitable steps that give access to the school and is not a satisfactory situation. The outdoor accommodation for pupils in the reception classes is unsatisfactory and limits their opportunities for physical development. The dining room, and in particular the school kitchen, are not of a satisfactory standard, represent a health hazard and deter children from staying for school lunch. The school's accommodation has not improved since the last inspection.
60. The school has satisfactory resources for learning in most areas of the curriculum. The stock of books for reading has improved since the previous inspection and is now satisfactory. The resources for pupils in the Foundation Stage are good. However, although the number of computers has increased since the previous inspection, there are still not sufficient to allow teachers to teach information and communication technology skills as effectively as they would wish.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to continue to raise the pupils' level of achievement across the school and extend the school's improvement still further, the governors, headteacher and staff should jointly:

- (1) Raise standards of attainment in design and technology, geography, history and religious education by:
 - ensuring there is effective management of these subjects by designated co-ordinators and by providing in-service training to strengthen teachers' knowledge and understanding in these subjects.
 - planning the curriculum so that it is not just based on national planning guidelines but is relevant to the pupils in this school and is linked to all other subjects. Improve the monitoring of pupils' attainment and progress in these subjects by building on current arrangements for assessment to include all subjects of the curriculum. Ensure that this information is recorded consistently and used in the planning of the next stage of each pupil's learning.
 - providing greater in-class support for teachers in the planning and carrying out of design and technology lessons.
 - ensuring that the content of religious education lessons more fully meets the requirements of the locally agreed syllabus.

Paragraphs 25, 36, 107 - 118, 135 to 139

- (2) Consider the role of the governing body so that they consistently monitor, appraise and evaluate the work of the headteacher and all staff by becoming more involved in the day-to-day running of the school. They should then help to shape the direction of the school and act as the necessary 'critical friend'.

Paragraph 54

- (3) Ensure equality of access and opportunity for all pupils, and their safety and welfare by:
 - taking urgent action to improve the overall standard of the school's accommodation and ensuring governors and senior staff inspect the school premises regularly in order to make risk assessments and to identify priorities for action.
 -
 - arranging suitable access for all parents that does not interfere with lessons in the hall and classrooms.
 -
 - providing outdoor play facilities for all pupils in the Foundation Stage, and better eating conditions to enable the school's lunch hour to be shortened.

Paragraphs 59, 77

OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Provide a programme for staff training in Child Protection and written guidelines for teachers on how to identify children who may be at risk.

Modify pupils' annual reports so that detailed information on all subjects is provided for parents with information on what their children know and understand. In particular, cover information and communication technology, and design and technology, as separate subjects.

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

62. The provision for pupils with English as an additional language is satisfactory. The school admits a significant number of refugees. The arrangements for meeting the needs of these pupils are managed with good care and attention to detail. This represents an improving picture compared to the one reported at the last inspection. The school has appointed a very experienced co-ordinator and a new teacher with good expertise. The new co-ordinator has a well-considered action plan to develop and improve the quality of provision with a clear direction.
63. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning. A good example of this was observed in a group supported in the classroom with a focus for language associated with numbers and equal sharing. In this session the pupils were eager to answer questions and showed a high level of motivation. In another group session, based on language activities, they were confident to share information with each other and the teacher. In all lessons observed, pupils responded well to the teachers' encouragement and praise, and were fully involved, for example when they discussed specific sentence patterns in Grace Nichols' poem, 'Grasshopper One' and practised relationships between letters and sounds.
64. Admission procedures are effective and appropriately focused on collecting the most useful information about the pupils' background and their linguistic competencies in English as well as their other languages. This information is recorded on profiles, which identify, apart from pertinent background information, levels of competency in speaking and listening, reading and writing. Both the Ethnic Minority and Traveller Achievement Grant (EMTAG) teacher and the co-ordinator of this provision are new to their roles, but have a very clear understanding of what needs to be done. Both are currently in the process of identifying the pupils who underachieve due to the lack of English language skills. On the basis of this assessment, both the class teacher and the EMTAG support teacher identify specific needs and set appropriate targets which are reviewed at regular intervals. These procedures are effective because they are shared thoroughly with the class teacher at every review stage. The bilingual classroom assistants make valuable contributions to this process of information gathering and providing well-organised support to the targeted pupils. Providing interpreters and translating texts also supports the ethnic minority pupils and their parents.
65. Support for ethnic minority pupils is principally classroom based. Pupils are not withdrawn from classrooms unless for carefully identified intense language support. Most pupils enter school with varying degrees of spoken English. The EMTAG staff work in partnership with the class teacher, identifying and planning how to meet the needs of ethnic minority and bilingual children in specific areas of their learning. Progress is regularly monitored and this in turn further informs planning and target setting. Pupils' performance in national tests and assessments made by class teachers is being carefully analysed to identify underachievement of specific groups or individuals.
66. The quality of support provided in the majority of lessons is effective and results in the pupils consolidating learning and making good progress. Most pupils attain standards in line with their peers. Those identified to be in the early stages of English acquisition are effectively supported to achieve well in lessons. The EMTAG teachers plan effectively with clear learning objectives and well-matched tasks, making good use of interesting and stimulating resources for additional language learners. A particular strength in teaching is the regular evaluation of lessons by the EMTAG staff and the sharing of the information with the mainstream teachers. There are some instances where no specific staff support is available. On these occasions pupils' needs are not specifically and explicitly tackled, particularly the range of methods used to support pupils in coping with the language demands and the opportunities afforded for developing their language in context.

67. The deployment of the Ethnic Minority Achievement Grant, which is fully delegated to the school, is effectively targeted to increase specialist staffing. The staff act as good role models. The school has identified appropriate priorities for development with a clear focus on improving standards. Class teachers are appropriately guided by EMAG staff and equipped with suitable skills and resources, to enhance pupils' progress and raise their achievement. Literacy and numeracy lessons are planned well and the teachers working with pupils are generally aware of the full range of language needs of the identified pupils. However, not all mainstream teachers give sufficient regard to plan systematically to meet individual and group needs when specialist support is not available.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	17	46	28	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	20	214
Number of full-time pupils known to be eligible for free school meals	0	70

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	74

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.2

Unauthorised absence	%
School data	0.3
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	43	34	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	35
	Girls	23	22	25
	Total	48	46	60
Percentage of pupils at NC level 2 or above	School	62 (71)	60 (69)	78 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	33	36
	Girls	24	25	25
	Total	51	58	61
Percentage of pupils at NC level 2 or above	School	66 (77)	75 (82)	79 (83)
	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	4
Black – African heritage	9
Black – other	13
Indian	1
Pakistani	1
Bangladeshi	1
Chinese	0
White	83
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	4	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	19
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	300

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	36

Financial information

Financial year	1999-2000
	£
Total income	611533
Total expenditure	599254
Expenditure per pupil	2378
Balance brought forward from previous year	54796
Balance carried forward to next year	67075

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	2	2	0
My child is making good progress in school.	46	38	8	2	6
Behaviour in the school is good.	35	56	10	0	0
My child gets the right amount of work to do at home.	31	33	15	13	8
The teaching is good.	42	48	4	0	6
I am kept well informed about how my child is getting on.	40	33	23	2	2
I would feel comfortable about approaching the school with questions or a problem.	54	25	17	4	0
The school expects my child to work hard and achieve his or her best.	35	37	10	8	12
The school works closely with parents.	38	37	17	8	0
The school is well led and managed.	29	42	19	4	6
The school is helping my child become mature and responsible.	52	35	8	0	6
The school provides an interesting range of activities outside lessons.	4	15	25	31	25

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. There is a single intake for the nursery in the September following their third birthday. Children attend part-time in the mornings or afternoons and spend a year in the nursery. They are admitted to the reception classes as rising fives at the start of the academic year. At the time of inspection, most children in the reception classes were under five. The nursery is staffed with one teacher and a nursery nurse. Full-time classroom assistance is also provided to the three reception classes in both indoor and outdoor activities. The Foundation Stage staff work effectively as a team and support one another. They are committed to the inclusion, support and integration of pupils with differing needs.
69. Most children's attainment on entry to the nursery is very low in all areas of learning. It is particularly poor in communication, language and literacy. Many children have English as an additional language and speak little or no English at all. All children receive well-planned support to enable them to achieve well and make good gains in all areas of learning. But, due to the very low starting point, their overall standards of attainment by the end of the Foundation Stage are still well below the national expectations.
70. Based on the inspection evidence, most children do not reach the expected standards in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world. Children achieve best in their personal, social and emotional development. They also attain many of the standards expected in the areas of creative and physical development by the end of the Foundation Stage. These findings are not consistent with the previous inspection report of unsatisfactory standards of achievement in all areas. Although children attain standards well below national expectations, their progress in all areas of learning is consistently good. This is due to the skilful and high quality teaching in both nursery and reception classes. Children with special educational needs receive very good support to enhance their progress in both nursery and reception classes. The children learning English as an additional language do equally well and show good progress throughout the Foundation Stage.
71. The overall quality of teaching is consistently good in all areas of learning. It is very good in reception classes. Teachers provide stimulating experiences that are relevant, imaginative and enjoyable such as creative work including collage, painting and growing beans and cress. Planning broadly reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. Teachers' expectations of work and behaviour are appropriate and the tasks suitably match children's levels of functioning and skills. In the reception classes, the learning is extended to embrace and link the work children will encounter in Key Stage 1, particularly in the literacy and numeracy strategies. Both nursery and reception teachers plan effectively with clear reference to what children will learn. Teachers' short-term planning systematically links to what children are expected to learn. In addition to the assessments taking place on entry to the reception classes, there are consistent procedures for assessing children on a daily basis, in both nursery and reception. All assessments of ongoing progress supports planning of work to meet children's specific learning needs. Homework, in the form of borrowing books and the 'Impact' mathematics materials on a regular basis, is used well to enhance children's progress, particularly in the reception classes.

Personal, social and emotional development

72. Most children enter the nursery with very low personal, social and emotional skills. They quickly settle down and feel both happy and secure. By the time they leave the reception classes, children are often reaching the national expectations in this area. This shows good

achievement and reflects the skilful teaching of the staff. Some simple classroom rules are shared with all. Children make good progress as they learn to co-operate, share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of learning situations such as sharing refreshments daily and taking turns in a familiar set up, for example working in pairs on the computer. Children are encouraged to concentrate and listen quietly. A good example was observed in a reception class 'Circle Time', where children shared their past experiences of 'a surprise'. They carefully listened to others and patiently waited for own turn to make contributions. In the nursery children shared experiences of the Christening ceremony and many showed increasing confidence, self-esteem and developing understanding of special occasions.

73. Children are taught the difference between right and wrong and guided to behave sensibly at all times. They show consideration and respect for property and each other. All staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They participate enthusiastically in teacher-led and self-initiated activities. Teaching is good. Children are purposefully occupied and skilfully managed. The staff sensitively support and extend children's play and responses.

Communication, language and literacy

74. Children's skills in communication, language and literacy are poor when they enter the nursery at the age of three. Many are reluctant to speak and much of their communication is non-verbal or in single words. The teaching of language skills is good. Staff working with children plan well to develop talk and new vocabulary. They constantly encourage children to talk about what they are doing, for example, role-play as in one of the reception class's own 'Chinese Café' or working with playdough. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes in the nursery. Children in the reception classes start to link sounds with letters through language games. They systematically learn and consolidate new sounds through daily practice. Staff show that they value children's efforts at communicating. Reception children begin to talk interestingly about their experiences and develop new vocabulary, but their communication skills are still very low. While some children willingly talk about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Some children in the reception classes are gaining satisfactory control in developing early writing skills. Most children draw and paint with increasing control and a few write own names unaided. Very good progress is made when adults work in small groups or give children individual attention. Children's listening skills are enhanced with the use of well set up 'listening stations' and a good selection of best-loved taped stories. The introduction of elements of the literacy strategy is making a significant impact. Children develop new vocabulary as they discuss pictures in the storybooks, for example, in the shared reading of 'Ketchup on my Cornflakes'. Adults effectively model direction of print and use good artefacts and story props to enhance children's love for books. Children listen attentively and join in the repetitive phrases with great interest.

Mathematical development

75. Children's mathematical development is very low when they join the nursery at the age of three. They start to learn to say and use numbers in number rhymes and songs, and start to count to ten; for example, when playing with skittles they are supported in their one to one correspondence in counting and comparing who has knocked down more/less skittles when in pairs. In the reception class, they learn to sequence the numbers 1 to 10. They use numbers as labels for counting and most count reliably from one to ten. However, due to the very low start, many children are not likely to achieve the nationally expected levels in mathematics by the end of the Foundation Stage. They do, however, make good gains in lessons and over time with opportunities to repeat and consolidate learning. They are effectively supported to match, sort and count everyday objects. Teaching of this area is good. In the oral/mental

sessions, children are effectively supported to count forwards and backwards from ten and understand one less or one more. Although able to count to ten and beyond, most do not yet recognise the number symbols. Opportunities for practical activities are well planned. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. A few children describe objects by position, shape, size, colour and quantity. They enjoy working with large and small construction equipment. Most children demonstrate limited knowledge and understanding of how to solve simple problems involving addition and subtraction by the end of the reception year. Adult involvement in children's activities is very good. All teachers successfully plan suitable activities and regularly assess how well children are doing so that they can check on the progress being made.

Knowledge and understanding of the world

76. Good teaching in the nursery and reception classes gives children many suitable opportunities to develop their knowledge and understanding of the world, and they make good progress. Children, investigate the properties of objects, observing how they look and feel. They work with sand and water and freely explore malleable materials. They compare qualities such as hardness and softness and make good use of their senses. For example, in both nursery and reception classes, children effectively use their developing investigative skills to discover best conditions for growing cress. They are encouraged to look closely at objects and compare similarities and differences. Most children enter the reception classes with limited general knowledge. Adults support children's understanding and encourage learning of different parts of the body and how children have grown since they were babies. They use paint and mix different colours, but most do not yet name basic colours correctly. Regular opportunities to cook help children's learning about how ingredients change when mixed, for example when making bread with yeast. In an excellent lesson seen, reception children enjoyed the rare opportunity to see, handle and talk about different breads. They tasted each variety and learnt to describe the taste with growing use of appropriate vocabulary such as crusty, soft or chewy. Children have opportunities to build with construction materials but they have not sufficiently developed skills in asking questions to find out how things work. Most demonstrate developing computer skills expected for their age. They show increasing control in the use of the mouse to move items on the screen. There is effective adult intervention in activities and encouragement to children to explore new ideas. Teachers ask suitable questions to develop and extend children's knowledge and understanding of things in the environment.

Physical development

77. Many children are on course to meet their expectations of early learning goals in their physical development. The outdoor provision to enhance children's physical skills is good in the nursery. There is a suitable range of large and small outdoor resources such as bikes and scooters, a sandpit and a climbing frame suitably outlined with a safety surface. The outdoor area is spacious and attractively laid with greenery. However, the outdoor provision for reception classes is unsatisfactory. The space immediately outside the classrooms is very small and makes it difficult to include the use of wheeled or any other large equipment necessary to enhance development of large body movements and control. In the main school hall children learn to be aware of space and develop co-ordination and control in movement. Teachers make sure that children are safe. Both nursery and reception classes regularly attend gymnastic and movement lessons. Nursery children can follow simple instructions but have difficulty in following more complex and longer instructions. In their use of construction toys a significant number of pupils demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools, such as scissors and brushes, and joining materials such as glue and string. The quality of teaching is good and children make good progress. Teachers provide calm and sensitive support and show good understanding of how young children learn.

Creative development

78. Most children are on course to meet the national expectations by the end of the Foundation Stage in creative development. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials. Some examples of collage work related to Easter festivities are particularly good. The quality of teaching is good and children also make good progress. In music lessons, children sing and clap nursery rhymes and express enjoyment in what they do. They learn to name and use different percussion instruments, and copy rhythms and beat loud and soft sounds on the tambourine. Support staff work closely with teachers and make positive contributions to children's learning. They talk to the children and ask relevant questions to extend their vocabulary. For example, when making a collage using a range of media, pupils are encouraged to talk, clarify ideas and enhance the use of tools and learning of different techniques. They enjoy mixing paints in pallets to make new shades to paint recognisable shapes such as triangles and circles.

ENGLISH

79. In the National Curriculum tests for seven year olds in 2000, pupils achieved results which were well below the average for all schools in reading and very low in writing. Results have been on a downward trend since 1997, when they were average in reading and above average in writing, but the number of pupils with special educational needs and with English as an additional language has risen over this time. The evidence of the inspection shows that standards of current seven year olds are better than last year's results indicate. Standards in writing are still below average, but standards in reading are as expected for pupils of this age. This represents good achievement, bearing in mind the low levels of literacy of pupils on entry to the school, and the high number of pupils with special educational needs and of those who have English as an additional language.
80. Standards of speaking and listening are below average. Pupils' vocabulary and knowledge of words is limited, although the school has good strategies for teaching pupils how to say words, and pupils are attentive during the shared work in literacy lessons. The school also uses 'Circle Time', when pupils have the opportunity to speak and listen to each other without interruption, well to develop these skills.
81. Standards of reading have improved as a result of the good strategies employed by the school, such as the home-school reading book, which encourages pupils to read every day at home, and the 'reading day' each week, during which all pupils have the opportunity to read to an adult in the school. The new library, in the course of construction, will also provide a further stimulus to reading. Higher attaining pupils read demanding texts by well-known authors with confidence, accuracy and developing expression. Lower attaining pupils recognise familiar words but have not yet developed strategies to deal with the unfamiliar. The majority of pupils know about the author and title of a book and are able to use the contents and index pages of a non-fiction book effectively. Teachers keep good records of pupils' reading progress, for instance in the guided reading sessions, enabling them to provide good support for pupils of all levels of attainment.
82. Although standards of writing are below average, the teachers are promoting writing well across the curriculum. In science, for instance, children have written a description of how plants grow in Year 1 or written as a group about sunflowers. In art, they have written what they like about a painting by Georgia O'Keefe. In Year 2, they have written about Jesus being lost in the Temple at Jerusalem, or written postcards to friends and family from different places as part of their geography lesson. The writing of higher attaining pupils shows an awareness of sentence structure. They use capital letters and full stops appropriately, although sometimes they make mistakes over past tenses, such as "he brang". Higher attaining pupils are beginning to write more extensively, but the writing of others is limited.

They do not always use capital letters and full stops accurately. In order to raise standards of writing, teachers devote one literacy lesson a week entirely to writing. In the 'writing workshop' observed in Year 1, the teacher used the time well with a good introduction which enabled pupils to start quickly on their writing, but even then lower attaining pupils did not complete much more than the opening sentence in the time available. Information and communication technology is being used increasingly well due to much more careful planning by all teachers.

83. Pupils' attitudes are good. They settle quickly in lessons and generally maintain their concentration well, because of the good management by teachers. The overall quality of teaching is good. There is no unsatisfactory teaching and some of it is excellent. Teachers place a good emphasis on the appropriate use of vocabulary. They set clear time limits for activities, which focuses pupils' concentration well. They use resources effectively. In an excellent lesson observed with Year 2 pupils, the teacher displayed the learning intentions clearly on the board and drew pupils' attention to them. She used praise constantly to reinforce good responses, including those from pupils with learning difficulties. She was quick to spot pupils whose concentration was fading and bring them back to the task in hand. She set clear targets for all the groups in the class, such as at least six sentences from a writing group of higher attaining pupils. Teachers also use the very capable support staff well in lessons by planning the provision for individual pupils together.
84. The school is using the literacy strategy well, having modified it appropriately to meet the particular needs of its pupils, with the writing workshops and reading day. The co-ordinator has a very good understanding of the subject. She has given good demonstration lessons for other teachers and monitors their planning to ensure that teachers are acting upon their own evaluations of previous lessons. The school now has a satisfactory range of reading books for pupils at all levels, which was not the case at the time of the previous inspection. There are very good procedures in place for teachers to assess how well pupils are learning. As a consequence, class teachers are able to set targets in reading and writing termly for all pupils, and this has helped teachers to focus the pupils' efforts and raise standards.

MATHEMATICS

85. Standards in mathematics are below average by the end of Key Stage 1. This is the same judgement as the previous inspection and it appears that mathematics has not improved at all. That is not strictly the case, as in 1997 and 1999 the standards were above the national average and in 1998 below the national average. However, in 2000, the standards of attainment were well below the national average and well below when compared to similar schools. This large drop from above national standards in 1999 to well below was due to a significant increase in the numbers of pupils with special educational needs and behavioural problems, and increased numbers of pupils leaving and joining the school. The school identified the problem and, in an attempt to create a better balance, changed the classes around and set targets to raise standards. In addition, assessments were introduced to be carried out termly, support staff received training in the National Numeracy Strategy and a well qualified new mathematics co-ordinator started to manage the subject from January 2001. As a result of a combination of these factors and good teaching, standards are beginning to rise. For example, during the inspection week, standards in lessons seen were often at a level appropriate for pupils of this age. Pupils with special educational needs make very good progress because of the close attention paid to the targets of individual educational programmes in planning and the very good support given by classroom assistants.
86. Pupils in Year 1 can add and subtract numbers to 20, partition numbers up to 19 into tens and units and are familiar with the names and properties of two and three-dimensional shapes. They can count in 2's, 5's and 10's and recognise the shapes of numbers, and use number bonds to 10. Pupils are able to count up to 20 in sequence although some lower attaining pupils are not confident in counting back to zero. In the lessons seen pupils were learning to double numbers to 10, say a number one more or less and add three numbers together. A more able group were working independently with one pupil acting as leader. In this lesson the

pupil leader targeted three pupils who called out a number from cards they were holding. A good use of vocabulary was being developed in this activity, for example, “and another one makes eleven,” and “eight and two make ten and seven make seventeen.” Pupils also were being introduced to data handling through learning practically to construct a block graph using Multilink on an A3 graph. Other pupils were beginning to interpret and construct a pictogram through the numbers of letters in their first names, which gave the impetus for pupils to work individually with data they knew and could understand. Although there is an emphasis on number, pupils still get a range of teaching and learning in the other mathematical attainment targets.

87. Pupils in Year 2 can count in 5's and 10's from any number to 100, and name the properties of two and three-dimensional shapes. They know their 2's, 5's and 10 times tables, can add and subtract one digit number on to numbers in the teens, and say whether it is one more or one less. They rehearse number bonds to 10 and 20 by adding or subtracting to make 10 or 20. Pupils also learn to find the difference between two numbers by counting on from the smaller number and understand the time to the hour, half-hour and quarter hour on the analogue and digital clock. In the mental and oral starter sessions of lessons observed, pupils were being challenged to count to and from 10 to 100 at a brisk pace and revising the 5 times table. The main lesson objective was to reinforce the understanding of division and equal sharing and leading on to the remainder. By using pupils in front of the class to work out answers practically, the teacher made good use of whole-class time and resources to support pupils' understanding of the concepts. For example, in a higher ability group pupils were using coins to work out three sets of 30p. The same pupils were able to explain their understanding of two and three-dimensional shapes using the correct vocabulary to quite a high standard.
88. Teaching is good overall. The quality of teaching seen was never less than satisfactory but often good or better. Teachers have a very good basic knowledge of the subject and make regular use of correct subject-specific words. As a result, pupils' knowledge and understanding of mathematical vocabulary is enhanced. Teachers make regular and good use of the numeracy strategy to emphasise the development of pupils' skills of number. However, for some pupils, speed and accuracy of simple number facts still presents them with a problem. Most teachers discuss previous learning at the beginning of a lesson to make sure pupils are clear about what they have learnt before moving to their next stage of learning. This supports and encourages pupils' self-confidence and subsequently increases the levels of progress they make.
89. The quality of teachers' planning for lessons is satisfactory overall. However, there is some good planning and invariably this is linked to where there is good teaching and learning. Teachers have a clear awareness of the need to set work for pupils of different levels of ability in the lessons seen. Teachers' expectations of what pupils of different abilities can achieve are very good overall. Pupils know they must listen, concentrate, try hard and respond appropriately to what is required of them. When teaching is particularly good, there is often a brisk pace to lessons, good behaviour strategies are applied and there is a high quality of questioning to challenge, inspire and move pupils on in their learning. The objectives are made clear to the pupils at the start of a lesson so they know what they are expected to learn by the end of it. In this way, pupils are clear about what they have to do and are learning to do so effectively and efficiently.
90. Pupils' behaviour is good overall and this is a direct result of the quality of behaviour management strategies used by the teachers. Pupils are fully aware of what is expected of them in terms of behaviour and respond accordingly. During the inspection pupils were friendly, helpful and courteous to all adults. They work well with each other, especially in pairs and groups. For example, higher attaining groups were observed working responsibly and efficiently under the direction of a pupil leader.
91. It was not possible to see the quality of teachers marking over time as the pupils use white boards to record most of their work. However, in the lessons observed continuous

assessment was being undertaken by teachers as they moved around the classes or in the plenary session, when they asked questions designed to assess pupils' knowledge and understanding of what they had been learning. This daily assessment during lessons is good because teachers make positive comments to individual pupils to support them with their learning. Recorded assessment of pupils' progress is also good. Assessments are undertaken each term and the work is compared with what could be expected for their age and this is then kept in pupil files. From these individual assessments, pupils' progress is tracked and monitored on a termly basis. As each area is covered in the programme of teaching and learning, these sections are highlighted to record progress over time.

92. The subject co-ordinator is new to the post but has a very clear understanding of her role and knows exactly how she expects to guide and advise teachers and develop mathematics in the future. In the short time in the job, she has already undertaken an audit of resources in classroom and implemented a high quality monitoring system of the teaching and learning in classrooms. This has been welcomed by the staff who find the feedback of particular value to their own teaching of the subject. The co-ordinator has also identified a need to develop more confidence in the teaching the National Numeracy Strategy and less reliance on a published scheme of work. Appropriate use is made of information and communication technology to support the effective teaching of this subject. However, there is a need to increase the range of programs available for mathematics.

SCIENCE

93. The standards of attainment shown in the teacher assessments at the end of Key Stage 1 are below expectations for pupils of this age. Results in 1999 were well below the national average. In that year only 59 per cent of the pupils reached the expected Level 2 and none of them attained Level 3. Since then there has been good improvement. In 2000, 79 per cent of the pupils reached Level 2. The school's assessment showed that 26 per cent attained Level 3, which is broadly in line with the national average. The separate results for each attainment target are similar, showing that all areas of the science curriculum are covered evenly. Standards seen in lessons during the inspection were also satisfactory overall and, in most lessons, progress was good for all pupils, including those with special educational needs and English as an additional language. This was mainly because the teaching was good and because the topic had just been learned. In general, the standard of written work is below average. Many pupils understand their work better than they can explain it, especially in writing. Poor communication skills generally, impoverished language and a short memory span all limit pupils' level of attainment.
94. Pupils are very interested in science. They are enthusiastic and eager to try out the activities. In the best lessons they are totally engrossed in their work and try really hard to please their teachers who have inspired them to try. They co-operate well in pairs and small groups. They share equipment well and applaud each other's achievements. Teachers expect high standards of work and behaviour. Children respond well. They use equipment carefully and clear up well at the end of each session.
95. The quality of science teaching is good overall and sometimes very good or excellent. The teachers have good subject knowledge and understand the needs of their pupils well. They plan their lessons very well and focus every activity on clear learning intentions. In the best lessons, practical work is very well differentiated and those of lower ability are well supported so that all are able to achieve the lesson's aims. As teachers plan together in year groups, coverage of the National Curriculum programmes of study is consistent for all pupils. Safety measures are well defined and common to all classes. Teachers have thought the links between subjects through well as when a study of electrical circuits and light is linked with previous work in history about home life before electricity was available. They also teach a topic on light at the time of Hanukkah.

96. All parts of the science curriculum are taught effectively. The main principles of scientific method are well explained and practised in most lessons. Pupils learn how to predict, test and record their work properly. They are also given the opportunity to devise their own experiments and test their own ideas in response to a set challenge. This was evident in the lessons in the nursery and also in lessons seen throughout the school. Many pupils need a lot of help to marshal their thoughts in order to record findings clearly. Sometimes progress in this part of the curriculum is made slower because pupils need constant repetition and practice.
97. When studying living things, pupils learn about growth and change and the life cycles of plants and animals. For example, Year 1 pupils know about the changes from tadpoles to frogs and the different ways animals move. In Year 2 the pupils have learned about different habitats and some of the ways animals are adapted to them.
98. The curriculum is well organised to make sure that pupils make steady progress with their learning from year to year. This helped by the well-planned 'reading days' when science is integrated into a range of activities for the different groups within the class to attempt. This makes science an activity that relates well to all other aspects of the curriculum. For instance, when considering 'Materials and their Properties', pupils in Year 1 handle and explore a good range of materials. They learn how to describe them and sort them into natural and manufactured groups and this is related to the Big Book they are studying in their literacy lessons. In Year 2, pupils sort materials according to more detailed criteria and consider how and why they are chosen for specific purposes. In Year 1, pupils test torches to discover which gives the brightest light. The practical work fascinates them and they can explain that the largest torch does not necessarily have the brightest light. Some were also clear about making the test a fair one. In Year 2, the children test electrical circuits to see whether they would light a bulb. They knew that the circuit had to be complete and found it difficult to test circuits that they did not expect to work.
99. All National Curriculum programmes of study are taught, and the way the teachers have planned good links with other subjects helps to show the children how science is important to everyday life. Since the previous inspection, teachers have drawn up a good assessment scheme. Every pupil's attainment is assessed and recorded according to National Curriculum requirements at the end of each science topic. The resulting records build into a clear statement of achievement in science that the teachers can use at the end of the key stage to make the required assessments for the end of Key Stage 1. The headteacher is currently acting as the science co-ordinator and taking care to build on the successes already achieved.
100. Resources for science are adequate as was reported at the time of the previous inspection. Basic equipment is satisfactory but there are several pieces of equipment, such as microscopes, still lacking so that in some lessons, groups sharing equipment are larger than is desirable, reducing the opportunity for pupils to have good first-hand experience. Appropriate use is made of information and communication technology to support the effective teaching of this subject.

ART AND DESIGN

101. Standards are broadly in line with the national expectations. Most pupils including those with special educational needs and English as an additional language acquire satisfactory standards in the basic skills such as collage, drawing and painting by the age of seven. The school has maintained the standards reported in the previous inspection.
102. Most pupils confidently develop an understanding of some of the aesthetic elements of art, for example, the 'shell' paintings on display. They have mixed and matched colours carefully to use different shades in their work. Year 1 pupils make stained glass windows, cutting paper to size and choosing from a variety of different colours. There is suitable emphasis on the

work inspired by the famous artists, for example Georgia O'Keefe's 'flowers' in Year 1. Year 2 pupils sketch and paint often with careful attention to detail. They produce effective artwork of blending and toning black and white shades using charcoal and chalk, when they complete portraits from half a photograph.

103. Pupils in Year 2 were observed in a lesson, exploring the use of different shades and using a painting by Gauguin as a model for their work. Most pupils' achieve well in their art projects. Some of the finished work on display is of good quality. For example the textile art and design work using fabric crayons to first design a pattern, then use sewing skills to put scraps of fabrics together to form the desired pattern. There are some examples of computer-aided art on display, for example pictures with added text by Year 2 pupils using a 'kid pix' program. The weaknesses in provision are that generally pupils are not sufficiently encouraged to evaluate and make improvements to further develop own work. Their skills and knowledge of shape, texture and form in art are not fully developed. There is also insufficient emphasis on three-dimensional work using a range of modelling materials such as wood, clay, wire or papier-mâché.
104. The quality of teaching observed was satisfactory overall. The teachers have sound subject knowledge. They plan and prepare effectively, and provide suitable opportunities to develop pupils' art and design skills. In a good lesson seen, the teacher was able to challenge pupils to develop their ability to explore with imagination and feeling. Teachers make good use of art to support other areas of the curriculum, for example displays such as parts of a flower and fabric investigation in science. The school has recently adopted the nationally recommended schemes of work. However, the required skills are not yet taught systematically across the school. As a result there are gaps in pupils' progress over their time in school.
105. Pupils' attitudes to learning are good in the lessons observed. Most pupils show enjoyment, application and involvement in all art lessons. They show pride in their efforts and react well to praise. Teachers make ongoing evaluations of their planning, but there are no agreed assessment procedures to ensure pupils' steady progression in skills and knowledge.
106. There is currently no co-ordinator in place to support provision across the school. There are sufficient resources of range and quality. The available resources are suitably organised for ease of access centrally and in classrooms.

DESIGN AND TECHNOLOGY

107. Levels of achievement and pupils' progress in design and technology are unsatisfactory across the school. This judgement is based on the evidence gathered from scrutiny of teachers' plans, school's resources, pupils' annual reports and discussions with staff and pupils about their work. Pupils, including those with special educational needs and English as additional language, make unsatisfactory progress over their time in school. The time allocated to the subject is insufficient and work is not systematically planned to provide coverage and progression of required skills in design and technology across the school. There are no agreed assessment procedures to gauge progress and help teachers with the planning of future work. The satisfactory standards stated in the last inspection report have not been maintained.
108. Younger Key Stage 1 pupils make paper bodies with moving parts joined with split pins. As part of their most recent project of designing and making finger puppets, Year 2 pupils produce simple drawings of the plans before embarking on the making aspect. They demonstrate some knowledge of the process or the materials they used in the making of the product. In their discussion, pupils indicated the use of appropriate tools and techniques, for example sewing with a needle and thread and using a 'running' stitch, or sticking two pieces together with glue. They also use other materials such as buttons and sequins of different colours to decorate their puppets. Pupils demonstrate commitment and enjoyment in the making of the

product. However, in making these models pupils are not encouraged to generate ideas or develop their knowledge and understanding of the design process. Pupils' making skills such as measuring and marking out and independently choosing from a range and variety of building and joining materials are insufficiently developed. Opportunities for evaluating products, to consider appropriateness of size, power and strength are limited. There are no examples of using computers in the design process.

109. The teachers lack appropriate knowledge and guidance in the subject, and the co-ordinator is aware of the need for monitoring and raising the status of design and technology. Resources in the subject are insufficient in range and quality to meet the demands of the curriculum.

GEOGRAPHY

110. As it was not possible to observe any lessons in geography during the inspection and there were no examples of previous work to be seen, evidence was obtained by looking at displays around the school and talking to pupils. It is clear from this evidence that standards are below those expected of pupils of a similar age, which means standards are lower than at the time of the last inspection.
111. In Year 1 there was a display of the local area and how the pupils travel to school and in Year 2 there was a display about Our World. For example, pupils had drawn their own version of a map of the world, their route to school and a map of Africa. However, there was some confusion about countries and states, which were mixed up with another continent. Some pupils had used the World Explorer CD-ROM to find out about places they had heard of. However, in the entrance to the school there was a world map with pupils' photographs and this linked them to the places that they had come from, including South America, India, Africa, Europe, the Mediterranean, the Middle East and the West Indies. It was an impressive display, but opportunities were missed through not looking deeper for information about these countries, by interviewing adults and pupils and acquiring other evidence such as photographs and artefacts. However, the school takes the opportunity to undertake study outdoors close to the school.
112. No teaching was seen because geography is not taught in the half term of the inspection. However, interviews with pupils highlighted a lack of knowledge and understanding of the processes of geography. Pupils were not able to talk about previous learning in any detail or with any clarity.
113. The curriculum is now planned through the national guidance for geography and meets the requirements of the National Curriculum programmes of study. However, the introduction of this guidance has not had time to have an effect on the learning of the pupils. There is no co-ordinator for geography. Consequently staff are unable to ask for support or guidance when needed and there is no monitoring of the subject to ensure that both teaching and learning progress from one step to the next.
114. Resources are sufficient in maps and teaching packs but globes are in short supply and those seen were in poor condition. At the present time information and communication technology is not used sufficiently to enhance pupils' learning in the subject across the school.

HISTORY

115. Standards of attainment in history are below those expected of pupils of a similar age in the key stage. This is a deterioration in standards from the last inspection when standards were in line with the national average. Judgements are based on the scrutiny of teachers' planning, displays around the school, discussions with pupils and lesson observations.

116. The planning for history meets the requirements of the National Curriculum programmes of study, due to the recent adoption of the national guidance. However, a scrutiny of the longer term plans for Years 1 and 2 showed that some of the topics chosen from this national guidance have been adopted without reference to the particular relevance of the locality, which is rich in history in its own right. For example, the locality offers great opportunities for pupils to gain first-hand knowledge, such as a visit to a local museum, looking at how the school has changed over time or studying historical buildings in the area. These opportunities reinforce the knowledge and understanding of the changes in the locality from the past to the present and are more relevant to the pupils' own experience. This contrasts with the Year 2 topic where they are looking at the similarities and differences from seaside holidays of the past and those of today. The opportunities of gaining this knowledge at first hand is limited and not all pupils would have visited a seaside before. Pupils also had difficulties in some of these classes by not having enough photographs to go around. In addition, some details were hard to distinguish due to the small size of some photographs.
117. The small sample of teaching observed was sound overall. However, in the best teaching, resources were well planned, and the teacher had high expectations and taught at a brisk pace, which challenged and inspired pupils to want to find out the information and record it on worksheets planned by the teacher to match ability levels.
118. The policy for history was written in 2000. However, there is no subject co-ordinator to support staff and ensure that the subject maintains a consistent approach to teaching and learning. Resources are generally sufficient to teach the subject. However, because there is no co-ordinator for this subject, an audit to assess the quality of resources and to increase the range of CD-ROMs, videos and artefacts to enhance the development of history within the school, cannot be undertaken easily.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. The standards achieved by pupils in information and communication technology are below those expected for their age. The school's resources for the subject have improved since the previous inspection at which time there was only one computer between three classes. The present ratio of one computer per class is still below numbers found in most schools and does not allow sufficient opportunity for pupils to develop the necessary skills, although there are a number of portable computers that a group of pupils can use for word processing.
120. The school plans that each class has a 20-minute session each week in which the whole class is taught directly by the teacher, and pupils then have an opportunity to use the computer individually or in pairs at some time during the week. However, because pupils do not have the opportunity to practise these skills immediately, much of the impact of the teaching is lost. Teachers have not yet had the training planned to develop their own skills in information and communication technology and so feel limited in what they can offer the pupils.
121. The school uses information and communication technology well to support literacy and numeracy. In Year 2 during the inspection pupils were changing the style and size of the print of one of the poems they were studying. Pupils have combined text and graphics well to produce a fire warning or an invitation to a party. They have also used simple databases for bar charts to sort and present information. They use a CD-ROM to locate places they have visited on a map of the world, but there is little evidence that good use has been made of information and communication technology in other subjects. Although the school has access to the Internet and has written a suitable policy for it, there was no evidence during the inspection of pupils using the Internet or electronic mail.
122. In the brief sessions seen, the teaching was satisfactory. All teachers can demonstrate the basic skills, but it is difficult for them to see how individual pupils are mastering these skills

through their lack of training, and hence to have the information on which to plan the next stage of pupils' work. This limits the progress pupils make. They listen well in the sessions when the teacher is demonstrating and they behave well when they are working individually on the computer, but they sometimes find it difficult to maintain their concentration on the task set when working on their own.

123. The co-ordinator has a good understanding of the subject and has had the opportunity to monitor teachers' planning, which enables him to support other teachers, and he has begun work on a system to assess pupils' attainment in the subject. At the time of the previous inspection, raising standards in information technology was a key issue. Although progress has been made since then, expectations have also increased and the school is still achieving standards that are below those expected.

MUSIC

124. Pupils' standards in music are those expected for their age. This is an improvement on the last inspection. Pupils thoroughly enjoy their music-making activities, especially singing, which is of a good quality. For example, they sing in tune, pitch sounds well, and know how to produce a balanced range of sounds within an octave. This is a success in the development of music and directly a result of the deliberate aim to improve standards throughout the school.
125. By the end of Key Stage 1, pupils know that sounds can be created in many ways. They use a variety of voice and body sounds for pitch and rhythm. For example, pupils can distinguish between high and low sounds and long and short notes through the use of their voice as they did in the Year 1 lesson based on 'Peter and the Wolf'. They understand that tempo and rhythm are important to the style of music and through keeping a steady fast or slow beat they know how to clap different rhythms in response to the teacher's lead. Pupils know that music has dynamics and make gradations of soft to loud and vice versa. Links with other areas of the curriculum are made. For example, in an outstanding lesson in reception, the teacher linked the music closely with a literacy lesson by using words from their science activity and by using the rhythm of the words. Pupils had to guess the correct ones from the rhythm clapped by the teacher.
126. The lessons seen made use of musical instruments. This and other evidence shows that pupils have regular experience in using them. Specialist musicians have visited the school and demonstrated a range of instruments with the overall aim of raising pupils' knowledge and understanding in percussion and as a stimulus for them to compose and perform their own music.
127. Teaching overall is good and with some excellent examples. The subject is well led by the music co-ordinator. Further support in the development of music throughout the school is given by other staff who have particular skills in music, either through playing the guitar or singing. For some staff, who lack confidence in teaching music, support is given by the music co-ordinator, and recent national guidance in music.
128. The subject co-ordinator and headteacher make sure that school productions involve the whole school. In addition, pupils sing and play in assemblies to support their learning of different cultures. The very colourful dancing display from Kurdish children in an assembly during the inspection was a very good example of this.
129. Overall resources are sufficient to teach music effectively. With the addition of the music/drama room and a wide range of tuned and untuned instruments, musical activities are considered an important part of the school curriculum. There is a good budget for music and plans are in place to replace some instruments and purchase more CDs to target pupils' learning of different types of music.

PHYSICAL EDUCATION

130. During the inspection it was possible to observe only games and gymnastics being taught. There was no opportunity to observe dance, although this is planned for in the school's curriculum.
131. Pupils make satisfactory progress in gymnastics. In Year 1 they show a good awareness of space around them and move safely on apparatus. In Year 2 they have a good understanding of the need for safety in moving apparatus. The standards achieved by seven year olds in gymnastics are as expected for their age. They are able to move in various directions over a range of equipment. They are also able to devise a short sequence of movements. They remember what other pupils have done after they have watched them, but their ability to evaluate each other's performance is limited.
132. The standards achieved by seven year olds in games are below those expected for pupils of this age. They are able to roll a ball accurately over a short distance but they do not understand how to make the best use space around them to enable them to beat an opponent in a game or the need to move when defending a goal. They understand some of the effects of exercise on the body, such as an increase in heart rate. They work well together in pairs and threes when practising skills but are not yet able to devise tactics for attacking or defending a goal. Pupils have good attitudes to physical education. They co-operate in getting out and putting away equipment. They maintain their concentration well, even when working in cold conditions outside, when they are not always dressed appropriately.
133. The quality of teaching is satisfactory. Teachers follow published schemes for gymnastics and games, and the school is currently introducing a tape-recorded one for dance. All lessons have an appropriate warm-up activity at the beginning and a cool-down one at the end. Teachers manage pupils well, with a good emphasis on safety. Good provision is made for pupils with special educational needs, including physical disability. They receive individual support from a learning support assistant or support teacher and are given activities matched to their particular need but of the same kind as the rest of the group.
134. Gymnastics mostly take place in the junior school hall and games in the playground. Neither of these areas is ideal for pupils of this age. Although the playground surface is uneven the teachers make the best possible use of it. Resources are adequate, although some of the balls used were too big for a rolling activity which was planned. There is no formal assessment of the standards pupils achieve in physical education to help teachers in planning the next stage of pupils' work and so progress is inconsistent. There are few opportunities for extra-curricular sporting activities, and the subject has not been a focus for development since the previous inspection. The school has increased the overall time given to physical education, and individual sessions are of a sufficient length for skills to be developed. This, together with the introduction of appropriate commercial schemes, means that the school is well placed to raise standards further.

RELIGIOUS EDUCATION

135. It was possible to observe only one lesson in religious education during the inspection and so no overall judgement on the quality of teaching can be made. A very limited amount of written work was seen for pupils throughout the school. Inspection evidence is based on interviews with staff and pupils about their work, an examination of teachers' planning and the available resources.
136. By the age of seven, pupils' knowledge and understanding of religious education does not meet the expectations set out in the local authority's agreed syllabus. This shows a lowering of standards compared with the last report. The progress of pupils across the key stage is unsatisfactory. This reflects the fact that religious education has a low profile in the school.

Some aspects of religious education are covered in 'Circle Time'. The subject makes some contributions to aspects of pupils' spiritual, moral, social and cultural development by introducing them to new ideas. Most pupils' understanding is largely confined to facts about festivals such as Christmas and Easter; they have little knowledge of festivals of other religions, such as Diwali or Hannukah.

137. The younger pupils begin to develop their own ideas about appropriate personal responses to right and wrong by looking at events in their own lives. For example, pupils in Year 1 learn about routine tasks performed during the day and that some people have a routine to pray to God at certain specific times. Year 2 pupils know the story of Christmas and a few aspects of Christianity. For example, they know that a church is a special place where prayers are said and the Bible is a special book. However, they do not link this knowledge to other religions of the world and have little idea of how God is worshipped in different ways by different faith communities.
138. In the one lesson observed, the teacher successfully related the subject matter to pupils' experiences and valued their contributions. Discussions with pupils indicate that their attitudes and responses to learning are consistently positive. They listen carefully when a story is told or information is given. This was evident in an assembly during the inspection, taken by a visitor who effectively used role-play and appropriate props to illustrate the main idea and focus pupils' attention. Pupils behave very well and respond to questions with confidence. Most pupils show a positive willingness to talk about and share personal experiences. However, teachers' planning does not ensure that pupils develop a sufficiently broad understanding of religious traditions and beliefs. This aspect remains a weakness since the last report. The absence of an agreed approach to recording and assessing the development of pupils' knowledge and understanding, detracts from teachers' ability to plan lessons based on what pupils have already achieved.
139. Although teachers' plans provide appropriate opportunities for discussions and questioning to support pupils' listening and speaking skills, they are not encouraged to record their knowledge and write their own simple accounts and so the subject makes little contribution to pupils' literacy skills. The new co-ordinator is aware of the strengths and weaknesses in the subject, but has little opportunity to monitor the quality of planning and work in the classrooms. Resources are generally sufficient. The school has sufficient multicultural artefacts and books about other religions of the world. There are opportunities to invite visitors from other religions and visit other places of worship. Pupils in Year 2 have recently visited the local synagogue to enhance their learning in the subject.