

# INSPECTION REPORT

## **ODESSA INFANT SCHOOL**

Forest Gate, London

LEA area: Newham

Unique reference number: 102735

Headteacher: Mrs A Hurfurt

Reporting inspector: Mr J F G Parsons  
22546

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> January 2001

Inspection number: 197694

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 – 7
Gender of pupils:	Mixed
School address:	Wellington Road Forest Gate London
Postcode:	E7 9BY
Telephone number:	020 8534 7967
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Morrison
Date of previous inspection:	29 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22546	J F G Parsons	Registered inspector	Mathematics	What sort of school is it?
			Art and design	Schools results and achievements
			Physical education	How well is the school led and managed?
			Music	What should the school do to improve further?
13526	R V Barnard	Lay inspector		Pupils' attitudes, values, personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23221	L M Parkinson	Team inspector	English	How well are pupils taught?
			Geography	
			History	
			Equal opportunities	
			Areas of learning for children in the Foundation Stage	
20003	S Metcalfe	Team inspector	Science	How good are curricular and other opportunities offered to pupils?
			Information and communication technology	
			Design and technology	
			Religious education	
			Special educational needs	

30266	H Rask	Team Inspector	English as an additional language	
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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Odessa is a large community infant school in Forest Gate that caters for pupils between three and seven years of age. There are 282 boys and girls on roll in total, of these 38 full-time equivalent children are in the Nursery. The school is larger than other infant schools; it is a three form entry school and is over-subscribed. The general attainment of pupils is well below average when children start school at three years of age and a significant proportion of pupils have English as an additional language. Over twenty-two different home languages are represented in the school and approximately 61.7 per cent of the pupils in the school speak English as an additional language. There are 13.1 full time equivalent teachers, including a specialist English as an additional language teacher and a newly appointed English as an additional language classroom assistant, both of whom are funded by the single regeneration budget. The majority of pupils live within walking distance of the school. Vandalism is low; a new fence has improved the situation. There are 36 per cent of pupils eligible for free school meals and this is well above the national average. Employment in the area is low. On the special educational needs register there are 12.4 per cent of pupils which is below the national average, of these less than one per cent have statements of special educational needs. The majority of pupils with special educational needs are on the first two stages identified in the Code of Conduct.

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

Odessa is a good school. Standards have improved significantly since the previous inspection. In reading in the Year 2000 National Curriculum tests compared to all schools standards were in line with expectations for their age and in writing and mathematics they were above average. Compared to similar<sup>1</sup> schools standards were well above average. The teacher assessment of science in Year 2000 indicated the majority of pupils achieved standards that were in line with expectations nationally. The inspection findings confirm that the school is improving its standards and has done so for the past three years. In all other subjects pupils achieve standards that are at least in line with expectations for their age. Odessa is a caring school, with a staff who are fully committed to raising standards. The particular strength of the school is the teaching of the basic skills of literacy and numeracy, supported by very effective teaching of pupils who have English as an additional language. The school is scrupulous in ensuring that all pupils from a diversity of backgrounds are given every opportunity to succeed. The quality of teaching is good overall and this together with the effective leadership of the headteacher and pupils' good attitude to school and good responsible behaviour has enabled it to move forward. The school offers very good value for money.

<sup>1</sup>This is based on comparing this school's results with the results of schools with a similar level of pupils' entitlement to free school meals nationally

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

- Good quality teaching is a major factor in pupils achieving standards that are well above similar<sup>1</sup> schools in reading, writing and mathematics.
- Standards are above the national average in writing and mathematics.
- The school provides a good standard of care and teachers know their pupils well.
- All staff work very effectively so that pupils enjoy school and that all activities provided make lessons interesting. Pupils respond by behaving well, working hard and enjoying their learning.
- The school very successfully builds relationships and promotes racial harmony.
- The arrangements provided for pupils who have English as an additional language are strengths of the school.

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

- Assessment procedures for tracking individual pupil's attainment and progress are insufficiently developed.
- Governors must provide an annual report and meeting for parents.
- The outdoor facilities for Nursery and Reception children are inadequate.
- Attendance is unsatisfactory and a small but significant number of pupils are persistently late.

*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 on 29 September 1997. There has been good overall improvement since the previous inspection. The quality of teaching has improved. During the last inspection 94 per cent of teaching was satisfactory or better, six per cent was unsatisfactory and 54 per cent was good or better. In this inspection 99 per cent of teaching was satisfactory or better, 76 per cent was good or better. One per cent was unsatisfactory, one lesson and very untypical. The school development plan is now a sound document, which is used to guide the school and sets out its' priorities for a two year period. It includes costs and the criteria by which the school can judge the effectiveness of developments and initiatives introduced. The governing body is now more involved in the school and holds it to account. However, by not providing an annual meeting or report for parents for the school year 1999/2000, it is not complying with statutory regulations. The school has developed effective policies for most subjects the exception being music and physical education. The adoption of the National Literacy and Numeracy strategies has been effective. The curriculum for information and communications technology and geography have been well developed. Teachers' lesson planning both short and long term is effective. Co-ordinators play an important part in managing subjects and aspects of the school for which they are responsible and in their monitoring role they are developing teaching and learning. The headteacher has effectively delegated responsibility and also monitors teaching and learning. Assessment procedures have improved since the last inspection and there is some good practice especially in the Nursery where teachers track individual children's progress. However there are no whole school procedures in place to track individual pupils' attainment adding to teachers' knowledge of pupils' progress. The governing body monitors teaching and learning informally through the involvement of some parent members and visits to the school. The school makes great efforts to keep parents informed and reports to parents are effective and evaluative. Attendance has improved but remains below the national average and is unsatisfactory; the persistent lateness of a small group of pupils' remains a problem.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests. This from statistics gained from the National Curriculum tests over the past three years.

Performance in:	compared with			
	all schools			<sup>1</sup> similar schools
	1998	1999	2000	2000
reading	D	D	C	A
writing	C	D	B	A
mathematics	B	A	B	A

**Key**

Very high                    A<sup>1</sup>

well above average      A

above average            B

average                     C

below average            D

well below average      E

<sup>1</sup>This is based on comparing this school's results with the results of schools with a similar level of pupils' entitlement to free school meals nationally. <sup>3</sup>There are six Early Learning Goals for children in the Foundation Stage: personal and social development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

In the Foundation Stage (children under five), the majority of children achieve all the Early Learning Goals,<sup>3</sup> except in communications, language and literacy. Standards of literacy remain below expectations for pupils' of five years of age due to the very low standards on entry and the high proportion of children with English as an additional language. However, children with English as an additional language and those with low literacy skills make good progress in developing communication, language and literacy skills from this very low base. In the Year 2000 National Curriculum tests by the end of Key Stage 1 pupils achieved standards which were in line with all schools nationally in reading and above in writing and mathematics. Compared to <sup>1</sup>similar schools, standards in these subjects were well above average. There has been extensive work by the school to develop pupils' basic skills through well-planned and effective teaching. Particularly effective has been the very good teaching of English to

the majority of pupils who have English as an additional language. These are major factors in raising standards and were confirmed by inspection findings. The thorough introduction of the National Literacy and Numeracy Strategies is another important factor in improving standards. Teacher assessment of science in Year 2000 indicates pupils achieved standards overall that were in line expectations nationally. In information and communications technology pupils achieve standards which are above expectations for their age at seven and in religious education their standards are similar to expectations for their age in the agreed syllabus at seven years of age. In all other subjects pupils attain standards which are in line with expectations for their age. Pupils with special educational needs achieve their personal targets and make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to school and work.
Behaviour, in and out of classrooms	Good. Pupils are well behaved both in the classroom and around the school.
Personal development and relationships	Good. Overall relationships and the personal development of pupils are good. There is racial harmony in this ethnically diverse school.
Attendance	Unsatisfactory. This has improved over a three-year period but remains below the national average. Persistent lateness of a few pupils is a problem.

## TEACHING AND LEARNING

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

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

Good quality teaching is strong feature in all subjects across the school. In 99 per cent of lessons teaching was satisfactory or better, in 76 per cent it was good or better and in thirty per cent very good or excellent. The quality of teaching was only once less than satisfactory in a mathematics lesson. This was due to the teacher's insufficient preparation and unclear objectives that confused pupils and it is untypical of teaching generally and of this teacher in particular. The high standard of teaching is having a positive effect on raising standards. The improvement in teaching since the previous inspection results from the monitoring of the quality of teaching and learning, team work and the sharing of good practice. There are a number of features common to all the teaching seen during the inspection. All the teachers are committed, hard working and enthusiastic. These qualities are communicated to the pupils and have a positive impact upon their attainment and rate of learning. Given the varying levels of attainment on entry, the range of languages and ethnic backgrounds and frequently low social skills, all teachers manage pupils very well. Pupils with special educational needs and those who speak English as an additional language are well taught. There is good team-work in the school. A strength of all teachers is the teaching of basic skills in English and mathematics. Teachers have implemented the National Literacy and Numeracy Strategies well and they are having a very positive effect on pupils' achievements. Teachers plan their lessons effectively and they make sure that the tasks set are closely matched to the needs of all the pupils. Lessons are well organised and teachers have good methods and strategies.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provided for pupils is good. Teachers use a range of activities that are planned to be enjoyable and challenge pupils to learn.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs achieve their personal targets and make good progress.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language are very well supported; this has a major effect on raising standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' spiritual and cultural development is good and moral and social development is very good.
How well the school cares for its pupils	Good. The school provides good care for its pupils. All staff know pupils very well and this means that all pupils feel valued and cared for.
How well the school works in partnership with parents	Good. The school has a good partnership with parents which has a positive effect on pupils' achievements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is an effective leader. She manages the school efficiently, works closely with all staff and there is a clear commitment to high standards.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is satisfactorily involved in holding the school to account and supports the headteacher and senior management team. Although in 1999/2000 they did not provide an annual parents' meeting or report to parents, a statutory requirement.
The school's evaluation of its performance	Satisfactory. The school soundly evaluates its performance through the evaluation of the National Curriculum tests. However, a whole school assessment programme is not developed which gives greater individual data about pupils.
The strategic use of resources	Good. Grants and specific resources available are well used to promote educational standards. The school applies the principles of best value to its expenditure.
Adequacy of staffing accommodation and learning resources	Good. The school has a wide range of expertise amongst its teachers. Learning resources, especially for literacy and numeracy are good. However, the Reception classes lack an outside play area and equipment and the Nursery lacks large play apparatus. Accommodation is good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

260 questionnaires were sent to parents and 47 were returned (18 per cent). 29 parents or carers attended the meeting with the Registered Inspector.

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Most parents agree that their children like school and are making good progress.</li><li>• They agree that their children are well behaved and teaching is good.</li><li>• They would feel comfortable approaching the school and that the school expects their children to work hard and works closely with parents.</li><li>• The school is well led and managed and helps their children to become mature.</li></ul>	<ul style="list-style-type: none"><li>• Some parents do not consider their children get the right amount of work at home.</li></ul>

The inspectors agree with the parents' positive views and during the inspection found a good range of homework set.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

- 1 A significant number of children start the Nursery classes (at 3 plus years of age) and Reception classes (at four plus years of age) with very limited skills in speaking and listening and language development. More than 60 per cent of pupils in the school have English as an additional language and the majority of these are at the early stages of language development. Children start the Nursery when they are three years of age on a part-time basis and move into the Reception classes twice a year in September and January. Children who move into full time education in September turn five years of age during the autumn term. Those who move into full time education in January either turn five years of age in the spring or the summer terms. This means that children who start the Reception classes at four plus years of age in January only have two terms before moving into Key Stage 1. This disparity in the length of time at school adversely affects children who spend a shorter time in Reception, as they have less time to achieve the Early Learning Goals.<sup>3</sup> The initial assessment used to evaluate standards when pupils start Key Stage 1 indicates this. Standards overall are well below expectations for pupils' age when children start the Foundation Stage at three plus or four plus years of age.
  
- 2 By the time pupils are five years of age they start Key Stage 1, those who have attended the school's Nursery or Reception classes are well prepared for the National Curriculum and have made good progress. However, standards in the Early Learning Goal<sup>3</sup> of **communication language and literacy**, despite children's good progress in Nursery and Reception classes, remain below expectations for their age. This is because of low level English language skills and some pupils not attending pre-school education. Children make very good progress in **personal and social development** and by the time they are five years old they have achieved this Early Learning Goal.<sup>3</sup> This reflects the skilful teaching in both the Nursery and Reception classes where children are constantly encouraged to feel confident about what they can do. Children enter the school with a higher level of mathematical understanding than in other areas of learning. The teaching of children's **mathematical development** is good. Children develop their mathematical vocabulary and concepts. They achieve well and the majority attain this Early Learning Goal<sup>3</sup> by the time they are ready to enter Key Stage 1. Children enter the Nursery with a very restricted **knowledge and understanding of the world**. They make very good progress and the majority achieve the Early Learning Goal<sup>3</sup> in this area of development. Children in the Nursery were developing their scientific knowledge by planting cress seeds, beans, carrot and parsnip tops. Children thought they would grow into 'flowers'. They knew the seeds should be watered but could not yet explain why. In the Nursery, children develop good control of small tools and this very good progress in fine skills continues when they enter Reception classes. Children achieve the Early Learning Goal<sup>3</sup> for **physical development**. They use scissors, spread glue and use tools for writing and colouring very carefully and skilfully. The outdoor play areas of the Nursery are a major factor in the children's development of physical skills in imaginative situations. They run and use large wheeled toys with an increasing awareness of space and of the needs of others. However, children's larger physical movements and control are less well developed than their smaller, finer controlling movements, due to the lack of outside play facilities for Reception classes and insufficient large apparatus for the Nursery. In **creative development**, there are good arrangements in place and children effectively achieve this Early Learning Goal.<sup>3</sup> Pupils take part in creative role-play. For example, in the Nursery pupils pretend to be

involved in a space flight enthusiastically with the teacher or assistant. In Reception classes pupils use props and resources with great imagination and paint and make recognisable pictures and models.

- 3 In the Year 2000 National Curriculum tests by the end of Key Stage 1, 83 per cent of pupils achieved Level 2<sup>2</sup> or higher in reading. This is in line with the national average. In writing pupils achieved 84 per cent and in mathematics 89 per cent, Level 2<sup>2</sup> or above, both these results exceed the national average. Compared to similar<sup>1</sup> schools all of these results are well above the national average. The inspection findings show that the school is improving its standards and has done so for the past three years. The results in reading show good improvement from the previous year, very good improvement in writing and a slight decline in mathematics as the group of pupils taking the tests were slightly weaker in this subject than the group the year before. The school has significantly improved its standards since the previous inspection in all subjects.
- 4 Of particular note is the percentage of pupils who gained the high Level 3<sup>2</sup> scores in the National Curriculum test by the end of Key Stage 1, in Year 2000. In reading 33 per cent compared to 28 per cent nationally, in writing 24 per cent compared to 9 per cent nationally and in mathematics 39 per cent compared to 25 per cent nationally achieved Level 3.<sup>2</sup> This is a remarkable achievement given that many pupils start school at three years of age considerably disadvantaged, particularly in English language development. A significant number of pupils from minority ethnic groups who are new to the English language arrive in the school mid-term or after the Foundation Stage, and many of these pupils have experienced disruption in their schooling for a range of reasons. For example, a number of families have sought refuge in Britain from other countries.
- 5 The inspection found that pupils from minority ethnic groups, and pupils who have English as an additional language, the majority in this school, learn effectively. Pupils achieve standards in English that are at least in line and frequently above expectations by the end of Key Stage 1. The average attaining and above average attaining readers listen to themselves reading and correct their own mistakes. Writing, presentation and punctuation show good improvement. In writing high attaining pupils use commas correctly in sentences both to denote a list and a missing letter such as in 'she's'. They use speech marks exceptionally well. Handwriting is developing satisfactorily. In mathematics by the age of seven, pupils have a secure understanding of addition and subtraction. They note their operations accurately on a board with a 100 squares and show they understand calculations made by doubling numbers.
- 6 In the National Curriculum teacher assessment of science in Year 2000 pupils achieved standards that were in line with expectations nationally. The percentage of pupils achieving Level 2<sup>2</sup> or higher was 88 per cent similar to the national results. Again the proportion of pupils achieving the higher Level 3,<sup>2</sup> 40 per cent compared to 22 per cent nationally was well above the standard expected. By age 7 pupils are encouraged to experiment and observe, predict what might happen and test out to see if their predictions are correct.

- 7 The significant improvement in the quality of teaching, the very effective introduction of the literacy and numeracy strategies and the very good support for pupils who have English as an additional language have all played their part in raising standards.
- 8 Over the last three years in the National Curriculum tests in reading and writing girls outperform boys slightly, this is similar to the national picture. In mathematics boys slightly outperform girls. The school is aware of this picture and by target setting and driving up standards in basic skills of both boys and girls is narrowing any gap. The school's improvement in standards in the National Curriculum tests exceed the national trend over recent years. The school has introduced challenging but achievable targets for pupils at age seven in reading, writing and mathematics, by analysing the National Curriculum and other tests. The school has successfully achieved or exceeded these targets in recent years.
- 9 Standards in information and communications technology are above expectations by the end of Key Stage 1 for pupils' age seven. Pupils make good use of the computer equipment, which is due for updating and expanding in the near future. Pupils' standards in religious education are in line with expectations of the locally agreed syllabus by the age of seven. In all other subjects, (art and design, design and technology, geography, history, physical education and music) standards are in line with expectations for pupils' by age seven
- 10 The attainment of pupils with special educational needs in comparison with pupils of the same age is below nationally expected levels. When supported in class with work specifically targeted for them they attain at least the expected levels for their abilities. There was no evidence during the inspection of particularly gifted or talented pupils in the school. However, the careful pitch of work by teachers would cater well for these pupils should the need arise.
- 11 Pupils' with special educational needs make good, sometimes very good progress overall when supported by learning support assistants or the class teacher, with tasks specifically matched to their needs and abilities. Slower progress is made when teachers or assistants' support is not targeted to these needs. Only pupils with statements of special educational needs work regularly out of class lessons. In class lessons, other pupils with special educational needs follow the same curriculum as their peers. They are grouped by ability in English and mathematics, for the majority of the rest of the curriculum they work in friendship groups. Pupils join in reading the text in literacy work with activities concentrating upon the gaining of and the practice of basic skills. Likewise in numeracy. They use simple vocabulary in games and puzzles using the computer with specific programmes for their needs. Pupils with special educational needs listen with care and concentration to the teacher and perform tasks as asked, they read and explain what they are reading to the teacher or others within their groups.
- 12 All pupils are making progress in evaluating their own work, self correcting and developing presentation skills, evaluating their own and other work for accuracy.

<sup>1</sup>This is based on comparing this school's results with the results of schools with a similar level of pupils' entitlement to free school meals nationally.

<sup>2</sup>Level 2 is the national expectation in the national tests for pupils at seven. Level 3 is above national expectations.

<sup>3</sup>There are six Early Learning Goals for children in the Foundation Stage: personal and social development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

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

- 13 Pupils' attitudes, behaviour and personal development are good and have a positive effect on their learning. This is similar to the previous inspection. Parents and carers agree that their children like coming to school and enjoy their lessons. Pupils in the Nursery and Reception classes respond well to the good level of activities provided. They behave well and try hard to please their teachers. In Years 1 and 2 pupils show good interest and involvement in activities and respond well to the enthusiastic approach of their teachers. For example, in a Year 1 religious education lesson every pupil was transfixed by the teacher's excellent story telling and use of puppets that made sure they all understood the meaning of the story and were able to express a wide range of their own feelings in response.
- 14 Pupils' behaviour in lessons, assemblies, around the school and in the playground is good. A small number of pupils have behaviour problems but they are handled expertly by the staff. The fact that no permanent or temporary exclusions have occurred over the past three years, a figure well below the national average, clearly indicates the success of the behaviour policy. All staff work hard to maintain discipline and have high expectations of standards of behaviour. Pupils know the rules well and develop an increasing awareness of how to behave in particular situations. They are polite, cheerful and courteous. The inspection found no bullying or oppressive behaviour. The very good racial harmony seen between pupils is a significant feature of school life.
- 15 Relationships are good. Pupils play and work together well and co-operate well in groups and pairs. Those with special educational needs are included in all activities. Their peers show kindness to their peers with special educational needs, show good respect for their feelings, and appreciate their efforts. This was particularly clear in two Year 2 history lessons when pupils work very effectively in pairs to recall facts about the life of Mary Seacole.
- 16 Pupils' personal development is good. They willingly undertake a range of tasks such as returning registers to the office and helping clear up at lunchtimes. They are developing a good sense of independence and show their initiative. For example, a pupil in Year 2 had visited the library to find a book about Mary Seacole, which was used to help the whole class to learn about her life. Pupils from many nations and cultural and religious backgrounds work and play together in great harmony. The arrangements for newly arrived pupils are very good. A special friend who speaks the same language as the newcomer is chosen to assist in the early days at school, and this effectively promotes pupils' personal development.
- 17 Attendance levels are unsatisfactory. Overall they are below the national average and the number of unauthorised absences is above the national average. There has been a steady increase in pupil attendance over the last three years as a result of good promotion and monitoring. The main reasons for absence are a high level of sickness in winter months, this school year 2000/2001 Chicken Pox was a particular problem. A small number of pupils take extended family visits, and several pupils are regularly absent without permission or notification from parents. A significant number of pupils are regularly late. In spite of the efforts of the staff, parents of these pupils fail to see the importance of getting their children to school on time. This means these pupils regularly miss the start of lessons and disrupt learning for the rest of the class.

## HOW WELL ARE PUPILS TAUGHT?

- 18 The good quality teaching is strong feature of the school. It is good or very good in many lessons across the school and in many subjects. The quality of teaching has improved. In the previous inspection 94 per cent of teaching was satisfactory or better, 54 per cent was good or better and six per cent of teaching was unsatisfactory. In this inspection 99 per cent of teaching was satisfactory or better, 76 per cent was good or better. Good teaching was seen in every class and a significant amount of this was very good or of exceptional quality. During the inspection the quality of teaching was only once less than satisfactory. This was due to the teacher's insufficient preparation and unclear objectives that confused pupils and is untypical of teaching generally and of this teacher in particular. The good standard of teaching is having a positive effect on raising standards. The significant improvement in the quality of teaching is a result of the monitoring of teaching in the school, team work and the sharing of good practice.
- 19 There are a number of features common to all the teaching seen during the inspection. In the Foundation Stage, the teachers and learning support staff have a very clear understanding of the needs of young children. At both the Foundation Stage and Key Stage 1, all members of staff have very high expectations of what the pupils should achieve and how they should behave. All the teachers are committed, hard working and enthusiastic. This communicates itself to the pupils and impacts upon their attainment in a very positive way.
- 20 A particular strength of the teaching is the management of pupils. Given the very low levels of attainment on entry, the range of languages and ethnic backgrounds and restricted social skills, all teachers manage pupils very well. When teachers are met with challenging behaviour, they handle it with sensitivity, understanding and firmness. There is a high level of respect and affection for pupils and all staff have very caring attitudes. The high expectation of pupils' personal and social development by teachers underpins work in lessons, this leads to pupils having a mature and responsible approach to their learning.
- 21 The school is fortunate in having a number of teachers with specialist training and experience of working with pupils learning English as an additional language. In addition a specialist teacher works in the school for four and a half days a week, and the school has recently appointed a teaching assistant to support pupils' learning English as an additional language. Many members of staff, including teachers and teachers' assistants, are speakers of other languages in addition to English, and this attribute is drawn upon most effectively to promote all pupils' learning. For example, pupils in Year 2 enjoy a story read in both Punjabi and in English, and learn about different ways in which scripts are written and how sounds rhyme in different languages. Attractive displays around the school celebrate the many community languages represented, and this enhances learning for all pupils.
- 22 Teachers take good account of the needs of pupils learning English as an additional language in their lessons. In the best lessons, teachers place particular emphasis on the development of speaking and listening skills by explicit teaching of new specialist vocabulary. For example, in a Reception class lesson in mathematics pupils learn the names of mathematical shapes such as *cube* and *cylinder*. Teachers encourage pupils to answer questions with extended sentences rather than one word answers. They provide pupils with effective strategies to learn to read, for example, by selecting texts with a strong repetitive story line and by fully exploring the meaning of unknown words and everyday expressions found in new texts. Effective strategies to develop spelling skills are well taught and these enable pupils learning English as an additional language both to recognise common spelling patterns in English and to spell irregular

words for which the rules do not apply.

- 23 There is good team work in the school. A strength of all teachers is the teaching of basic skills. The school has implemented the National Literacy and Numeracy Strategies well and they are having a very positive effect on pupils' achievements. Teachers plan their lessons effectively so that the tasks are closely matched to the needs of the pupils. Lessons are well organised and teachers have good methods and strategies. They are good at asking the right kinds of questions and make good use of question and answer sessions. In the most effective lessons, teachers' organisation and strategies are such that all pupils put the maximum effort into their learning and achieve to their full potential. In a geography lesson, the theme and the task set fascinated pupils for several reasons. They knew exactly what was expected of them. The task was practical. It was interesting and linked to a literacy theme. A good supply of story books was used and the pace of the lesson was brisk. During the lesson, the pupils were developing the more difficult reading skills of finding specific words and phrases quickly in a text. In another very well organised religious education lesson, pupils' voices were a joy to behold as they really appreciated the story. The teacher pitched the story of a parable at just the right level, using her voice particularly well; she made very good use of resources to gain the pupils' attention and all pupils were very involved.
- 24 The pupils' knowledge of their own learning is satisfactory and there are good features. The teachers use the end of lesson effectively, when they collect the pupils together, to reinforce and evaluate pupils' learning. This helps both pupils and teachers to understand what pupils have learnt. The use of day-to-day assessment is good and has improved since the previous inspection. In science the pupils discuss what they know and what they do well with teachers and questions are noted for discussion at a later date. In mathematics, teachers explain where pupils have gone wrong and what processes they should follow to make the sums right. There are good examples of evaluative marking in all subjects. Pupils are given individual writing targets in literacy that are constantly reviewed. The school also sets end of key stage targets based on the national curriculum tests, these are challenging but achievable. Although informal assessment in lessons is effective, there is no whole school assessment procedure to track individual pupil attainment or progress.
- 25 The majority of support staff at both key stages are used well in lessons. Their use in role play is less effective in developing children's language and vocabulary at the Foundation Stage.
- 26 The use of homework is good and is contributing to the rise in standards. At the end of one lesson children were asked to look for simple shapes in their homes and on their furniture at home and then report back to the teacher and class. On another occasion pupils were given encouragement to clean their teeth at home and instructions on how and when to do this.
- 27 As a result of the high quality of teaching pupils show a real interest in learning and become confident in their own ability to learn. This is an important basis for further development.

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

- 28 The curriculum provided for pupils is good. Teachers use a range of activities that are planned to be enjoyable and challenge pupils to learn. There is a whole school, four-year topic grid covering Nursery classes to Year 2 classes. The work for each year group for each half term of a school year has a theme, reinforces work from earlier years and extends each curriculum area further. Over the four years pupils learn about traditional stories, nursery rhymes, fantasy writing and study different authors from the National Literacy Strategy. In science, pupils investigate mini-beasts, animals, the seasons and water. In Reception class lessons, work is centred on dinosaurs as part of History. Geography in Year 1 gives pupils the opportunity to investigate transport. As part of art and design in Nursery lessons, colours are investigated and in Reception lessons patterns are studied. Topics include, for each year group, a half term concentrating upon pupils' personal development. Nursery children investigate families, Reception children look at '*ourselves*'; Year 1 consider '*growth*' and Year 2 pupils investigate their '*environment*'.
- 29 Activities are planned within each topic to extend knowledge, understanding and skills in each subject of the National Curriculum across the school. For example, Reception children looking at different nursery rhymes, plan, make and evaluate houses that they consider different characters would occupy. This involves accounting for size, shape, colour and texture. Pupils in Year 2, investigate the countryside, look at habitats and animals. In art and design they make models of creatures: crocodiles, penguins, monkeys and dolphins, using reclaimed materials such as cereal boxes and egg cartons. Religious education is taught through a topic for each year group and is in line with the locally agreed syllabus. For example, Year 1 pupils in their science take part in work on light consider the importance to and use of light in different faiths. They discuss the *Hanukkah* candlestick, *Diwali Diva*, baptism candles and the *Christingle* orange and the festivals in which they are used.
- 30 The National Literacy and Numeracy Strategies have been implemented fully. Both strategies give pupils knowledge and skills that are used in other curriculum subjects such as geography, history and science. In lessons most of each morning is given over to literacy and numeracy. Resources are drawn from the topic theme, which means that pupils' knowledge from other subjects is used to develop skills in English and mathematics and vice-versa. Teachers plan the curriculum in year group teams for the following week following an assessment of pupils' response to work. Over the period of each topic, each curriculum area receives a balanced amount of time although not all subjects are necessarily taught each week. This joint planning makes sure that suitably challenging activities for pupils' differing abilities is built into the curriculum. The Headteacher has oversight of the curriculum. Together with the subject co-ordinators, she takes care that what is taught is suitable for pupils' ages and abilities; builds on work done previously and extends all pupils' learning as far as possible. Policies are in place for all subjects except music and physical education. Co-ordinators review policies for relevance, drawing up annual action plans to match curriculum needs to staff expertise and resources. The school uses the locally agreed syllabus as the religious education policy and scheme of work. The policy for design and technology is being developed to take into account the revised curriculum 2000 under the direction of a newly appointed co-ordinator (September 2000). Music and physical education are awaiting the appointment of co-ordinators and the implementation of schemes of work. The headteacher currently manages these subjects in a caretaking role.

- 31 The school has good procedures for pupils with special educational needs. The curriculum pupils' follow is the same as the rest of their year groups, but teachers plan opportunities for learning to match work to specific needs. Pupils have individual education plans and they frequently achieve their individual targets. All the adults who work with special educational needs pupils know what it is they are to learn and give them good support. When necessary activities that are different to those planned for the rest of the class are provided for pupils with statements of specific need. These pupils have effective, weekly support from a specialist special educational needs teacher who works with each child individually along with their stated support worker. She provides good sensory opportunities and a range of activities. These are used by the support worker as the basis for specialist individual tuition for the rest of the week. All pupils have equal access to the full curriculum provided. The school shows positive recognition of pupils' home languages and cultural and religious traditions represented by them. Very good use is made of community languages in displays and notices around the school to enrich learning.
- 32 Extra-curricular activities after school are not provided because of the young age of the pupils. There is an after school club run by another agency for a small fee per pupil and this helps to raise standards, particularly of speaking and listening. The school enhances the curriculum experiences for all pupils by a well-planned series of visits on a regular basis. These are carefully planned to match the curriculum topic for each year group. Pupils visit museums, wildlife centres, parks and galleries. Visitors to the school are made welcome. Theatre and puppet groups put on performances, musicians from the local music centre give concerts and a group of pupils have the opportunity to learn the violin. The police, nurse and health visitor attend frequently to support personal development programmes such as health and healthy living. Pupils make visits to their local community, for instance Year 1 pupils visit local shops, seeing behind the scenes of the supermarket, weighing produce and talking to the staff.
- 33 The school has a good relationship with the adjacent junior school. Staff share information about pupils and the curriculum, planning the development of, for example, information technology skills. The infant school staff thus know the expectations of teachers of the next phase of pupils' learning and the junior staff know the range of knowledge, skills and experiences of pupils joining the school. Resources are also shared as necessary. Satisfactory relationships are established with the local nursery schools and pre-school playgroups. Not all the children come into the Reception classes from the school's own Nursery. It is not practical for the school staff to make formal visits to these partner institutions but informal links exist and information and knowledge are shared.
- 34 The school makes good arrangements for pupils' spiritual, moral, social and cultural development. This is similar to the previous inspection.
- 35 Arrangements for pupils' spiritual development are good. Acts of collective worship meet statutory requirements and provide pupils with opportunities for reflection and prayer. The headteacher holds daily assemblies and through these gives pupils the knowledge and insights into different beliefs and values. Collective worship is predominately Christian in character but other faiths' stories along with moral tales are used well. The story of the '*Enormous Turnip*', for instance, was used to illustrate the good that comes from working together, while the parable of the '*Good Samaritan*' highlighted the idea that you do not have to be the best of friends to help another in need. Music is used effectively to settle pupils for assembly and contribute to the establishment of a spiritual atmosphere. A candle is lit as a focal point during collective worship and is effective during the period of reflection although most pupils preferred to close their eyes, bow their heads and think. The music at the beginning and end of

assemblies during the inspection reflected the range of different cultures from which pupils come. Pupils enjoyed singing together songs that reflected the assembly theme. Religious education supports pupils' learning about values and beliefs of different people. Pupils were fascinated by the use of light in festivals and celebrations, especially when the teacher produced *Christian candles* and explained their use. The school plans experiences to take advantage of spiritual opportunities through the curriculum. Pupils visit the local park to look at the blossom, the lake and flowers. In school pupils care for creatures, being amazed at the stick insects shedding their skin and providing for the needs of guinea pigs and marvelling at their softness and the warmth of their fur. Teachers choose unusual resources such as a boomerang as an artefact in a design technology lesson and a stained glass panel in art and design to give pupils the opportunity to experience a sense of awe and wonder. About the school are examples of the work of famous artists with pupils encouraged to study the colours, themes, textures and compositions and use the same in their own work.

- 36 Arrangements for pupils' moral development are very good. Class rules are on display and all staff have a positive approach to behaviour management. Teachers use group sessions known as circle time well to give pupils the opportunity to think about others' feelings and how they themselves could contribute to the happiness and well being of their friends, families and the community in which they live. In assemblies, religious education lessons and during literacy work teachers choose stories with a moral. Stories such as *'The boy who cried wolf'* and *'The lion and the mouse'* are included. *'The environment'* occurs on the topic grid for both years 1 and 2. Pupils are aware of the need for recycling of rubbish and they have decided views on the importance of *'care for the environment'*. At the end of each lesson pupils are more than willing to carefully tidy away what they have used. The school is effective in developing a harmonious atmosphere in which the pupils' different backgrounds, cultures and faiths are respected and valued. Displays, assemblies and resources support this work effectively. All the adults in the school set a good example to pupils, provide good role models and encourage good relationships. Pupils are treated with respect and are expected in return to respect adults and their peers.
- 37 The arrangements for pupils' social development are very good. In assemblies, religious education and personal development work, issues such as kindness, friendship and caring for others are taught very effectively. Praise is used to give positive encouragement to pupils with low self-esteem. In lessons pupils work together as a pair, in a small or large group and as a class. They are encouraged to collaborate over resources and co-operate by taking turns and ensuring all have an equal opportunity to take part in whole class discussions. Teachers are successful in providing pupils with the skills to cope with changes and difficulties. At break and lunch times pupils play well together; on school outings pupils are expected to care for and to support each other in times of need. Throughout the school pupils undertake a wide range of jobs, shoulder responsibility competently and seriously, and enjoy each other's success.
- 38 Arrangements for pupils' cultural development are good and for pupils' understanding of life in a multicultural society they are very good. Pupils learn about and participate in the richness of British and western culture through music, art, geography and history. Visits to galleries, museums and other places of interest bring culture alive and stimulate their interest in different traditions and events. The National Literacy Strategy has introduced pupils to a range of literature, poetry, authors and illustrators from Britain and around the world. In religious education lessons pupils study the major world religions and learn of the important festivals such as Christmas, Easter, Indian Diwali, Chinese New Year and the Muslim Eid. In other subjects such as design technology, artefacts from cultures not reflected within the school population, such as native

Australians' boomerangs are used. Over a half of the school come from different ethnic communities and nearly seventy percent of pupils speak English as an additional language. This rich diversity is reflected in the display of labels, texts, art, artefacts and photographs celebrating cultures from around the world. These thoughtful and thought provoking displays contribute to the school as a harmonious community.

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

- 39 The school provides good care for its pupils. Teachers know their pupils very well and this helps them and their assistants to make sure that all pupils feel valued and cared for. The headteacher is active in monitoring personal development in an informal yet purposeful way. The quality of care has improved since the previous inspection, as teachers now know the needs of their pupils better.
- 40 Health and safety procedures for pupils are effective and child protection procedures and awareness good. The school is clean, tidy and pupil friendly. First-aid arrangements are good, and health awareness is promoted well through topics such as *'teeth'*. The care provided helps pupils learn in a friendly and caring situation. As a result they settle quickly in Nursery and Reception and make good progress. Good liaison with the local Junior School helps provide a smooth transition for pupils.
- 41 A very good behaviour policy that is implemented consistently by all staff encourages pupils' good behaviour and attitudes to work. Rules are displayed prominently; praise and rewards are used very effectively and the development of self-esteem of pupils given a high priority to very good effect. The promotion and encouragement of racial harmony is very effective. The inspection found no bullying or oppressive behaviour. All staff work very hard to maintain a happy school with high standards of behaviour. The headteacher's personal presence at lunchtime reinforces the high priority given to discipline at this time.
- 42 The absence of exclusions demonstrates the school's positive attitude towards all its pupils. Parents and carers consider their children are well cared for.
- 43 The good promotion and monitoring of attendance has led to a steady increase in attendance levels over the last three years. The school makes good efforts to encourage parents to send their children to school on time. However, attendance remains below the national average and a small but significant number of pupils arrive late at school, so the school's endeavours have not been fully effective.
- 44 A very good introductory video and welcome pack is available for new arrivals at the school and these provide good support for parents and their children during early days at school. Very good use is made of staff bilingual skills and external translators to extend communication and home school links. Parents find the detailed and evaluative annual reports on pupils provided valuable and informative.

- 45 All pupils learning English as an additional language are regularly assessed using the Local Authority's comprehensive language service assessment schedule. Class teachers are well informed about pupils' levels of fluency in English as a result of this. This information is taken into account during teacher's planning for class and group activities and the deployment of support staff during lessons. Special educational needs and additional language support is classroom based. This enables teachers to discuss both sets of pupils' achievement of personal targets. The exception is pupils' with statements of special educational needs who receive individual tuition out of mainstream lessons. The progress of pupils with special educational needs is carefully tracked and this is reflected in the detailed and effective individual education plans.
- 46 Overall assessment procedures throughout the school have improved since the previous inspection. The school effectively uses initial assessment when pupils' start school at five. This gives the school useful information about pupils' standards and helps measure the effectiveness of the Nursery and Reception classes in achieving the Early Learning Goals.<sup>3</sup> The school has recently appointed an assessment co-ordinator, who has been active in developing a new school policy on assessment for the whole school. Portfolios of work include a sound range of levelled work of attainment in English, mathematics and science undertaken every half term. In addition, useful annotated samples of work are retained across the other subjects of the curriculum. Satisfactory targets for literacy and numeracy are set by teachers for individual pupils, and these written targets are placed at the front of pupils' books or shared with them. This helps both teachers and children to monitor progress. The school has undertaken thorough analysis of standardised test results to set overall future targets. There are examples of teachers' good record keeping systems, such as the use of a well designed group reading record in a Year 2 class and the individual development profiles in the Nursery which track individual children's progress.
- 47 However, there are no whole school procedures for tracking individual pupils progress. Mathematics assessment is not sufficiently based on the requirements of the National Numeracy Strategy on which the mathematics curriculum is based and assessment is not consistently used to guide daily planning across all subjects of the curriculum. The school has identified the need to further develop assessment and has already drawn up a development plan.

<sup>3</sup>There are six Early Learning Goals for children in the Foundation Stage: personal and social development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

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

- 48 The school has a good partnership with parents which has a positive effect on pupils' achievements. Most parents who attended the pre-inspection meeting or completed the parents' questionnaire considered the school provides a good education for their children, who make good progress and like coming to school. This is a significant improvement on the previous inspection when aspects of the school's partnership with parents were considered unsatisfactory.
- 49 A few parents expressed concerns about the lack of homework and the communications received from the school. Inspectors support parents' positive views of the school but inspection findings show that homework is used well and communications to parents are good.
- 50 Annual reports to parents are good giving them detailed information on their children's

achievements. Targets for development and achievements to be addressed at school and at home are a good example of how well the school tries to involve parents in their children's education. Regular consultation evenings, the use of home/school diaries, a good school prospectus, and newsletters further support this. Correspondence giving details of work to be done and topics covered during the next half-term are particularly informative. Translations or translators are available for parents as necessary. In breach of statutory requirements, the governors have not provided parents with an annual report or meeting during 1999/2000 school year. Staff are available every day to discuss issues or problems and take good care to deal promptly and effectively with queries raised. Parents are welcomed into the school. A good number of initiatives encourage parents to be involved in the life of the school; a parents group meet weekly in the school; curriculum evenings to tell parents about issues such as numeracy are arranged; and plans are in place to develop a parents' centre attached to the school.

- 51 A very good introductory video, already mentioned, is available in English and in Bengali and Albanian translation. The school is extending the range of translated languages to make further use of this valuable resource, which outlines the routines of the day and the curriculum provided. The school has good arrangements for admissions. Many parents make valuable contributions to children's learning in school, through, for example, translations and mother tongue storytelling sessions. An example of good community links is the English language learning class for parents which is held on site and run by the specialist teacher. Parents in this class make a valuable contribution in translating notices and display information, for example, into Albanian.
- 52 The involvement of parents makes a good contribution towards helping pupils settle quickly in the Nursery and Reception classes.
- 53 The contribution of parents to their children's learning at school and at home is satisfactory. They provide good support in lessons especially in the Nursery and Reception classes. The parents' group arrange social events and some fund-raising to provide additional resources for the school.
- 54 Parents provide resources that are used well in lessons such as history or religious education. Support of curriculum evenings is poor; there was a poor response to signing the home/school agreement; and a number of parents do not see the importance of getting their children to school on time.

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

- 55 The headteacher is an effective leader. She manages the school efficiently and works closely with all staff. Except for music and physical education that await appointment, responsibility for the majority of subjects in the school is delegated to subject co-ordinators who are responsible for their management within the school. An assessment co-ordinator has also been appointed. This has improved the effectiveness of the management of the school significantly since the previous inspection as the headteacher now has time to concentrate on other management activities such as monitoring teaching and learning. The headteacher works closely with the deputy headteacher and co-ordinators to raise standards especially in the basic skills. The school has been successful at this and standards are well above average compared to <sup>1</sup>similar schools in National Curriculum tests. Great care is taken to try to guarantee that pupils whatever their background feel happy and cared for. It is immediately noticeable, for example, that many notices and displays have translations into other languages which pupils speak. This helps both pupils and their parents feel welcome and is a contributory factor to the very good relationships that exist in the school. The school has also introduced low key language lessons for parents. These

lessons help to raise standards of pupils, as their parents are able to help them more at home, it also contributes to the positive relationships within the school. The headteacher has strengthened her leadership and management of the school since the previous inspection.

- 56 The school has a rich diversity of pupils from different ethnic backgrounds and a significant proportion of these speak English as an additional language. The arrangements made for pupils learning English as an additional language are well co-ordinated within the school. Good use of the grant through the designated single regeneration budget is made to increase learning opportunities and to raise pupils' standards of attainment in English. Good strategic planning guarantees that additional support is used in rotation for each year group, and the specialist teacher plans closely with year group teachers in order to provide a range of suitable activities in the classroom. The specialist teacher, although new to her current role, has good up to date subject knowledge and understanding and she has recently undertaken additional training.
- 57 The school has a good policy on meeting the needs of pupils who are learning English as an additional language and new initiatives in developing teaching and learning strategies are thoughtfully developed and monitored. For example, the school is developing the fuller use of role play areas to enhance children's speaking and listening skills, and is building up a resource bank of taped stories in a range of community languages. The headteacher has been active in appointing staff to the school who have expertise in English language teaching or suitable bilingual skills. This enriches the quality of teaching and learning for all pupils.
- 58 Monitoring of teaching and learning has been introduced since the last inspection. The headteacher and co-ordinators observe teachers' lessons and evaluate them in a friendly and constructive manner. This monitoring has been an important factor in raising standards in teaching and learning overall. As well as evaluation of work collected from classrooms, the headteacher and co-ordinators responsible for English mathematics and science have observed lessons. In some instances these observations have been in writing to build up a useful dossier of the quality of teaching. This dossier also identifies in-service training needs for teachers. Another factor in the development of teaching is the successful adoption of the National Literacy and Numeracy Strategies. The structure of these strategies has positively affected not just the teaching of English and mathematics, but teaching in general. The use of a whole class introduction, group work and a final session to check pupils' learning and round off the lesson is now used in the majority of lessons and has improved the quality of learning significantly.
- 59 The governing body provides sound support for the headteacher and holds the school to account. The governing body is heavily reliant on the headteacher to provide information about the school, although some governors work in the school as helpers and others visit to have first hand knowledge of the work of the school. The close contact and good relationship between the chair of governors and the headteacher are important factors in the effective management of the school. The small governing body usually works as a whole group and has not formed sub-committees as they were tried and found to be ineffective. A performance management sub-committee has been formed to set management targets for the headteacher as required in a new government initiative. For the last academic year 1999/2000, the governing body was in breach of the statutory requirement to hold an annual parents' meeting and publish an annual report to parents.
- 60 The school has good systems in place to induct new staff. The school buys into the

Local Education Authority scheme to support newly qualified teachers, who are released for a day per fortnight to attend workshops on education in a centre allocated for the purpose. The headteacher acts as mentor for all new staff and arrangements are made for newly qualified teachers to observe in classes around the school. The staff handbook is a useful tool for informing new staff about the school's procedures but is due for updating. The school has had trainee teachers for the past few years from the University of East London and one of the school's current teachers started as a trainee teacher from this University.

- 61 Initiatives and financial costings for the school are incorporated in the school development plan. This is a satisfactory document that gives targets and tasks to be achieved and methods by which the school can judge how successful it has been in achieving them. It also estimates the cost to the school so that it can accurately plan its budget for the year. The professional development and training to develop teachers' expertise is given a high priority and teachers regularly go on courses. These are factors in the improved quality of teaching since the previous inspection. The school is to adopt a performance management system to evaluate teaching and replace the previous appraisal system.
- 62 The school has undertaken a thorough analysis of standardised test results to set overall future targets. However, this analysis is not fine-tuned to target setting for individual pupils within the school. There are insufficient whole school assessment systems to track pupils' attainment over time, although there are individual examples of good record keeping systems, such as the use of a well designed group reading record in a Year 2 class and the individual development profiles in the Nursery. The school has identified the need to further develop assessment and has already drawn up a development plan.
- 63 The school benefits from being a large infant school and the range of staff qualifications and expertise is good. This expertise is shared amongst staff through informal contact in the classroom, during staff meetings and has benefited the quality of teaching. The quality of resources is good overall; the school has spent a good deal of its budget on improving literacy and numeracy resources that are very good. However, the Nursery lacks large apparatus in its play areas, restricting children's physical development. The school is aware of this and has identified this as a priority for resourcing. The range of computers is adequate, but is shortly to be upgraded to provide three computers per class, a good ratio. Accommodation has been improved and upgraded on a regular basis. For example, a new high quality purpose built nursery was opened in Year 2000. Accommodation is generally of good quality and facilitates good teaching, although the lack of a designated outside play area for Reception children, for physical development is a weakness.
- 64 The financial planning of the school is effective. The governing body works closely with the headteacher to oversee the school's expenditure. Initiatives are prioritised in the school development plan and subject co-ordinators are allocated funds to reflect the level of priority of the subject. This prioritisation is closely linked to the raising of standards in basic skills, particularly of pupils who have English as an additional language. The school has been especially successful in this respect. Information and communications technology is used satisfactorily within the school. The school has access to the Internet and a school management program monitors pupils' attendance and is used by the administration to track pupils' attendance and punctuality.
- 65 All statutory requirements are met, with the exception of a governors' annual report not being published and an annual parents' meeting not being held in 1999/2000 school year.

66 The school offers very good value for money because of the combination of:

- well above average standards in basic skills compared to similar schools;
- the good quality teaching;
- the very good quality arrangements for pupils' with an additional language;
- the slightly below average cost per pupil for London.

<sup>1</sup>This is based on comparing this school's results with the results of schools with a similar level of pupils' entitlement to free school meals nationally.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67 The governing body must provide an annual report and meeting for parents.  
(paras: 50,59,65)

The governing body, headteacher and staff of the school should:

- Develop strategies to improve pupils' attendance and punctuality (paras:17,43,64)
- develop and implement a whole school assessment policy for evaluating pupils' individual attainment in order to:
  - increase the information available to teachers about pupils' progress in learning;
  - use the data to refine and modify the curriculum;
  - ensure that information is readily available for new and replacement teachers.  
(paras: 24,46,47,62,106,126)
- improve the arrangements for developing the physical skills of the Foundation Stage by:
  - designating an outdoor play area and providing large apparatus for Reception children;
  - providing suitable large apparatus for Nursery children. (paras: 2,73,82,87,88)

Minor issues:

- develop pupils speaking and listening skills through implementation of a whole school drama policy. (paras:1,22,32,57,91,93,99)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	67

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	30	40	23	1	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)	38	244
Number of full-time pupils eligible for free school meals	0	88

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	32

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	174

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	40	43	83

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	32	32	35
	Girls	37	38	39
	Total	69	70	74
Percentage of pupils at NC level 2 or above	School	83 (79)	84 (73)	89 (89)
	National	84 (82)	85 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	32	34	35
	Girls	37	37	38
	Total	69	71	73
Percentage of pupils at NC level 2 or above	School	83 (81)	86 (91)	88 (91)
	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	26
Black – African heritage	40
Black – other	7
Indian	14
Pakistani	16
Bangladeshi	21
Chinese	0
White	29
Any other minority ethnic group	19

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	13.2
Number of pupils per qualified teacher	18.6
Average class size	27.1

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

Total number of education support staff	14
Total aggregate hours worked per week	455

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	19

Total number of education support staff	4
Total aggregate hours worked per week	130

Number of pupils per FTE adult	9.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	649,638
Total expenditure	574,272
Expenditure per pupil	2,051
Balance brought forward from previous year	25,195
Balance carried forward to next year	75,366

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

260

Number of questionnaires returned

47

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	68	26	4	0	2
Behaviour in the school is good.	70	21	4	0	4
My child gets the right amount of work to do at home.	38	19	21	13	9
The teaching is good.	70	21	2	0	6
I am kept well informed about how my child is getting on.	55	26	2	13	4
I would feel comfortable about approaching the school with questions or a problem.	79	17	0	0	4
The school expects my child to work hard and achieve his or her best.	60	30	0	0	11
The school works closely with parents.	43	43	4	6	4
The school is well led and managed.	57	38	0	0	4
The school is helping my child become mature and responsible.	66	23	9	0	2
The school provides an interesting range of activities outside lessons.	45	17	4	6	28

### **Other issues raised by parents**

A few parents at their meeting considered they were not well informed about how their children were progressing

## **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 The number of children in the Foundation Stage (Nursery and Reception classes for children under five) has grown considerably since the previous inspection as the school now has an increased number of children in its initial intake. Children enter the Nursery when they are three on a part-time basis and move into the Reception classes twice a year in September and January. Children who move into full-time education in September turn five during the autumn term. Children who move into full time education in January either turn five in the spring or the summer terms. This means that children who enter the Reception classes in January only have two terms in Reception before moving into Key Stage 1. This disparity in the length of time at school adversely affects children who spend a shorter time in Reception, as they have less time to achieve the Early Learning Goals.<sup>3</sup>
- 69 Most children in the Reception classes attend the school's Nursery before entering full-time schooling. However, there are also a significant number of children who enter Reception who have not attended the school's own Nursery. These children have had a wide mixture of Nursery and private pre-school experience and some have had no pre-school experience at all.
- 70 There are two Nursery classes and three Reception classes. At the time of the inspection the children had only been in two of the Reception classes for one week and had only started to stay at school for meals during the week of the inspection.
- 71 At the time of the inspection there are 38 full-time equivalent children attending the Nursery.
- 72 significant changes have occurred since September 2000, including a beneficial internal full reorganisation in the Nursery after new teachers took up post, and the establishment of the newly designated Foundation Stage (children under five) and its curriculum. This has been well managed. The co-ordinator and all the teachers have worked extremely hard to successfully implement the new Foundation Stage. They have put into place the new requirements in a very short time.
- 73 Children enter the Nursery with knowledge and skills that are well below expectations for children of their age and by the time they enter the Reception classes, they have improved but standards are still below expectations for their age. This is confirmed by initial assessments. They make very good progress in the Foundation Stage and achieve the Early Learning Goals<sup>3</sup> in all the areas of learning except for communication language and literacy. This is because of the quality of teaching and effective arrangements. The quality of teaching is never less than satisfactory. The teaching is good or better in nearly 80 per cent of lessons and in more than 40 per cent of lessons it is very good or better. There were two excellent lessons. The quality of teaching is good overall in the Foundation Stage. Teachers' planning is good and their management of children is very good. Assessment in the Nursery is good, being both comprehensive and purposeful. Assessment in Reception is sound teachers know their children well but less well developed than the Nursery, which tracks individual children's attainment on an ongoing basis. Support for children with special educational needs is good and for those with English as an additional language it is very good. Resources are good in both the Nursery and Reception years with the

exception of outdoor provision for the Reception classes and the lack of large outdoor equipment for the Nursery. The school is aware of these weaknesses.

- 74 Teachers and staff in the Nursery work well as a team as do those in the Reception classes. There has been a good improvement in liaison between the Nursery and Reception staff since the previous inspection and they work more closely together, but the physical separation of the Nursery and Reception classes hinders informal contact.

### **Personal and Social development**

- 75 Many children enter the Nursery with standards that are well below the expectations for their age. Their social skills are immature. A good number play alone showing little sense of community or collaboration. The learning situation in the Nursery and Reception classes is such that children's personal and social development are nurtured very effectively. The children make very good progress and by the time they start Key Stage 1 at five years old they are achieving the Early Learning Goals<sup>3</sup> in this area of development. This reflects skilful teaching in both the Nursery and Reception classes where children are constantly encouraged to feel confident about what they can achieve. All staff treat children with respect and affection and relationships are very good. In the Nursery, children clearly enjoy the activities provided and learn very quickly to play and work together well and are enthusiastic about their learning. For example, when planting seeds to grow or when playing outdoors and learning traffic rules and conventions such as stopping at zebra crossings and when the traffic lights are showing red. They are confident when moving round the Nursery. Children take care of classroom equipment and tidy up when asked to do so. Teachers take the opportunity to remind children of good manners when eating and to say please and thank you. Children who have been in the Nursery two or three terms learn to use their initiative. This was evident when four of them started to cut up apples and oranges for a snack without being told and did it very sensibly and efficiently albeit with plastic 'safe knives'.
- 76 The children in the two new Reception classes had only been enrolled less than a fortnight at the time of the inspection. The majority make good progress. They are already learning the school routines and settling in well. The very few who still lack confidence are handled and cared for very sensitively. The majority of children work independently and alongside each other. The quality of teaching is good. The teachers continue to teach the children to work together and to share equipment and take turns. The adults promote children's personal development effectively when they seize opportunities to interact with the children in activities. One teacher did this very effectively when children in the role play area were quarrelling about who should have the dolls and the dishes. She made a point of joining in with the play and explained and talked to them about taking turns and sharing. Children who are in the oldest Reception class and have had a whole term in Reception by the time of the inspection are well behaved. They make rapid progress and show independence, co-operation and initiative. This provides a good basis upon which to progress to Key Stage 1.

### **Communication, language and literacy**

- 77 Many children enter the Nursery with well below average literacy skills because many have English as an additional language and limited experience of language. Despite the good teaching in the Foundation Stage the majority do not achieve this Early Learning Goal<sup>3</sup> in literacy by the time they are five years old. Children quickly make good progress in developing an enjoyment of looking at books and listening to stories. They learn how books work. They hold the books the right way up and turn the pages correctly. The majority of children soon understand that pictures convey meaning and

by the time they are in the Reception classes, the younger Reception children can tell a story from the pictures and have an idea that the print is important but have a limited awareness of how stories are structured. They are developing opinions about books and have favourites but cannot recognise any words or letters.

- 78 Children in the older Reception class make good progress in reading and these children are likely to achieve this Early Learning Goal<sup>3</sup> by the time they start Key Stage 1. They recognise and know the names and sounds of many of the letters of the alphabet. They are building up a vocabulary of words that are seen frequently in books. Above all they are learning differing strategies to work out unknown words. They are learning to use the initial letter of words, the pictures and the context of the sentences to help them.
- 79 Children in all classes in the Foundation Stage make good progress in writing. They hold and use pencils with good control. A good number can form letters correctly and clearly but a significant minority have not yet acquired a correct pencil grip. In the older Reception class, the children see themselves as writers. They eagerly make their way to the writing table when they have the opportunity to do so, to make books, write in ready made blank books, illustrate them and cut patterns.
- 80 Many children start school at three years of age with immature and under-developed speech. The quality of teaching is good. All adults in the Nursery develop speaking to good effect and are good active listeners, valuing the children's efforts. They give them individual help and support to increase their speaking skills. This strategy continues in the Reception classes and makes a positive contribution to children's development. Children have very good opportunities in the Reception classes to take part in role-play such as in the *home corner* and the *shop*, play areas constructed in the classroom. The children are very attracted to this kind of activity and take part whole-heartedly. They sustain good periods of concentration in role-play and put good efforts into using their imaginations and creating dramatic situations. For example, children spend quite a long time preparing food, mixing and cooking. Learning support staff are very aware of the need to develop children's conversation and language.
- 81 In the older Reception class the support staff used an opportunity which occurred to have a sustained discussion with two girls about models they were making. The girls could not recall the word '*wheels*' when deciding what should be attached to their vehicle to make it move. The skill with which the assistant persisted in leading the children to discover the word was excellent. Teachers' planning includes questions to ask the children to develop their language during lessons in differing activities. Sometimes there is insufficient intervention and interaction by teachers in the role play areas, especially in the younger Reception classes, to develop an awareness of speech patterns and sentence construction as well as increase children's spoken vocabulary. For example, one little boy '*pretend telephoned*' his Daddy but found it uninspiring having a conversation with himself over the phone and soon put it down.

### **Mathematical development**

- 82 Children start school at three or four years of age with a higher level of mathematical understanding than in other areas of learning as those pupils who have English as an additional language have had some experience in their own language. They achieve well and the majority attain this Early Learning Goal<sup>3</sup> by the time they are ready to enter Key Stage 1. The teaching of children's mathematical development is good. In the Nursery, children develop their mathematical vocabulary and concepts. The teaching of children's mathematical development is good. When using construction materials and outdoor play equipment they learn vocabulary such as '*on, over, under, in, out*'. When

playing in the shop they learn to recognise coins and use relevant mathematical vocabulary in relation to weights and measures. They develop hand and eye co-ordination and control when pouring water or sand to prepare for learning about capacity.

- 83 This good progress continues in the Reception classes where children grow in confidence in mathematics. Most children make good progress in consolidating and developing their knowledge of numbers although a significant minority of children make mistakes when counting objects by pointing with their finger (one-to-one correspondence). Many children count to ten and beyond. They recognise and match figures to five in the younger Reception classes. Higher attainers are learning to tally and count in fives. One little girl put her family in order by size and age. Most children in the older Reception class acquire more mathematical vocabulary concerning shapes both in two and three dimensions. They exceed the Early Learning Goals<sup>3</sup> by the time they are ready start Key Stage 1 at five years of age and are working on the early stages of the National Curriculum programmes of study. For example, they have good knowledge and understanding of cuboids, cones and cylinders. Teachers make good use of homework to tell the children to look for certain shapes at home.

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

- 84 Children enter the Nursery with a very restricted knowledge and understanding of the world. The children make very good progress and the majority achieve this Early Learning Goal<sup>3</sup> by the end of the time they start Key Stage 1 at five years of age. The children in the Nursery were fascinated by planting cress, seeds, beans, carrot and parsnip tops and thought they would grow into 'flowers'. They knew the seeds should be watered but could not explain why.
- 85 Very good teaching in the Reception classes continues this good progress. As a result of good questioning children learn about different fruits and develop their senses along with language to describe how these taste. Good use is made of homework again when children are requested to continue finding out about the different tastes of fruits at home. In the older Reception class the teacher built on the children's previous knowledge of healthy eating. He gained their interest by using an enormous tooth brush and set of teeth which intrigued the children. They knew what they should and should not eat and drink for healthy teeth and gave examples, *'apples, bananas and milk are good food for teeth, sweets and chocolate are not'*. They knew that teeth will go bad if they are not cleaned and could identify bad teeth as black, having holes, painful and smelly. Children get a good start in computer control. They use computers as a matter of routine. They develop a suitable understanding of how to use the keyboard and mouse for accurate control.

### **Physical Development**

- 86 In the Nursery, children develop good control of small tools. Very good progress in fine skills continues when children enter the Reception classes and the children are likely to achieve this aspect of the Early Learning Goal<sup>3</sup> by the time they start Key Stage 1 at five years of age. Children use scissors, spread glue and use tools for writing and colouring very carefully and skilfully. In a creative lesson in the older Reception class a child sustained a conversation about why he was finding the card in re-cycled materials difficult to cut. He nevertheless succeeded in achieving what he wanted to do without help.
- 87 Teachers' good use of outdoor play areas of the Nursery and effective teaching strategies are a major factor in the children's development of physical skills in

imaginative situations. Children run and use wheeled large toys with an increasing awareness of space and of the needs of others in the space around them. There are plans to improve the equipment available for use in these two areas. These plans are necessary because the children's larger physical movements and control are less well developed than their smaller, finer controlling movements.

- 88 When children enter the Reception classes, they do not have the advantage of a well provisioned outdoor play area and are not able to use that belonging to the Nursery. The school is aware that this deficiency limits the children's progress in developing control, co-ordination and imagination in a large open space and children do not fully achieve this aspect of the Early Learning Goal.<sup>2</sup> This is partially offset by teachers' use of the school hall where they take more structured lessons in physical development. The younger Reception children are developing listening skills well and move with reasonable control and co-ordination and are aware of others so they do not bump into each other. However, they tend to gravitate towards the teacher, not yet making full use of all the space. The older Reception children who have been in the Reception class longer make good use of all the space in the hall and exercise more responsibility by getting out and putting away equipment. The teacher promotes their intellectual activity by asking them to evaluate their own and others work.

### **Creative Development**

- 89 Children make very good progress creative development in the Foundation Stage and achieve this Early Learning Goal.<sup>2</sup> In all classes, teaching of creative development is good. In the Nursery, equipment and resources are easily accessible to the children. They paint and make models from the very beginning. The enthusiasm of adults in role play has an infectious impact on the children. This was particularly so in the small room which had been converted into the inside of a '*space ship*'. The Nursery teacher provided a good role model for the children by dressing up in a pretend space helmet and her energetic participation was effective. Other homemade helmets were worn by the children and they went through an imaginative set routine to the '*count down*' and '*blast off*'. The children thoroughly enjoyed this and took part enthusiastically. They were exploring and developing suitable language and vocabulary during this activity.
- 90 When children move to Reception classes from the Nursery their painting skills have developed considerably as shown by a display of self-portraits. In the younger Reception classes, role-play provides opportunities for imaginative play. Children use props and other resources with great imaginative skill. There are opportunities for painting, printing and modelling with malleable materials. In music the children are effectively taught to learn to discriminate between making loud and soft sounds. They have more difficulty singing both fast and slow. A display of buildings made by the older Reception children from re-cycled goods is very attractive. It demonstrates effective learning of designing and making. The children drew pictures of various imaginary buildings such as castles and palaces from fairy tales. They then made their buildings to match their drawings using various containers of differing shapes put together using different materials such as glue or tape. The models were then decorated with mosaic designs according to the original design colours. These skills were being further developed by children making models of vehicles to carry food.

<sup>3</sup>There are six Early Learning Goals for children in the Foundation Stage: personal and social development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

## **ENGLISH**

- 91 Standards in English have improved since the last inspection. The effective introduction of the National Literacy strategy has had a positive impact on pupils' standards. Standards in English are at least in line with national expectations by the end of Key Stage 1, and a significant number of pupils exceed national expectations. Inspection findings and National Curriculum test results confirm this. The results by the end of Key Stage 1 National Curriculum tests, in reading and writing for 2000 show that standards in reading are in line with the national average and in writing they are above. In both reading and writing standards are well above the national average when compared to similar schools, a considerable achievement given the number of pupils who have English as an additional language and the well below average attainment on entry. Teacher assessment in speaking and listening shows that the percentage of pupils attaining the expected level for seven year olds is below the national average. However, the percentage of pupils attaining higher than the expected level is well above the national average; this illustrates the breadth of attainment in the school. There was no significant difference between the attainment of boys and girls during the inspection. In the National Curriculum tests over the past three years, girls out-performed boys in reading and writing, but not significantly.
- 92 When children enter the Nursery, speaking skills are well below expectations for their age because many children have English as a second language. This affects all aspects of their English work. Reading skills are poor and pencil control is limited. These limitations are soon addressed by effective teaching.
- 93 In speaking and listening, pupils of all abilities make good progress through the school. There is good support for pupils with English as an additional language. Pupils with special educational needs make good progress because staff make every effort to integrate them fully in the work of each class. The good quality of teaching makes sure that pupils' vocabulary develops well in relation to specific individual subjects. In mathematics and science, for example, pupils are taught to use language and vocabulary that is necessary and pertinent to their understanding and explanation of these subjects. By the time pupils are in Year 2, pupils are able to communicate confidently. They can recall facts or describe events logically. Relationships in every classroom are such that speaking and listening skills are allowed to flourish in a positive and supportive situation. Pupils are encouraged to listen to others and hear themselves read and in the Reception classes pupils can use cassette recorders to listen to stories. Pupils in all classes enjoy role play and enter into it enthusiastically. The range of English vocabulary, however, for the majority of pupils, lacks the breadth and depth to enrich their spoken and written language.
- 94 Given the limitations of the pupils' skills on entry to the school they do very well to attain standards in line with national expectations in reading. The school develops good attitudes to reading so that many pupils become confident and enjoy books. All pupils have a good grasp of letter names and sounds and this helps them to work out unknown words. It is a strength of the reading programme that the majority of pupils acquire differing strategies to help them to read. In Year 1, low attaining readers tell the story from the pictures and are aware that books are read from left to right. Average attaining pupils recognise many words and follow the text with a finger. However, they are not always able to point precisely to each word in turn and so *'tell the story'* rather than reading each word. Above average attaining readers recognise many words on sight and are starting to listen to themselves read. In Year 2, the average and above average attaining readers listen to themselves reading on cassette recorders and correct their own mistakes. Less confident readers tend to substitute their own language (in English) for the words in the books and do not always take notice of the initial letters in words. Year 2 pupils are taught to think, analyse and to comprehend more subtle meanings in story lines. Pupils' learning was very good in a story lesson in

Year 2. They learnt the meaning of *'parting'* in the story *'Badger's Parting Gifts'*. High attaining pupils in Year 2 are becoming interested in non-fiction books. One boy was very proud that he had two dictionaries.

- 95 Good teaching has a significant impact on the standards in writing. Presentation and punctuation are developing very effectively. Higher attaining pupils use commas correctly in sentences both to denote a list and a missing letter such as in *'she's'*. They use speech marks exceptionally accurately. Handwriting is also developing satisfactorily although few pupils use joined writing. The school has very good strategies for teaching spelling and if pupils cannot spell words correctly they often make good attempts by applying the knowledge they already have, combined with phonetic spelling. For example, when writing a story about the *'The Fish Who Could Wish'*, a pupil spelt *'satellite'* as *'satalight'*. The school gives the pupils a good range of writing to do, covering descriptive and narrative writing. Other writing includes pupils putting themselves in the place of characters such as a villager in the story of *'The Boy Who Cried Wolf'* giving them the opportunity to show empathy. Pupils factual writing about whales was interesting. There are some very interesting and exciting stories about the sea especially one that is about a submarine. In these stories pupils use a higher level of vocabulary. They use words such as *'evolving', 'confused', 'amazing'*. In other examples of writing, high attaining pupils use language that is in keeping for the situation in the story. In an adventure story, a pupil described the events in the story in standard English. When the characters spoke, the author adapted his vocabulary and style to suit, and so one of the unsavoury characters was quoted as speaking in a colloquial way – *'Sure dude'*. Many pupils, however, use basic adjectives such as *'happy'* and *'big'* when writing stories and the majority of older pupils use simple connectives such as *'so'* and *'then'* reflecting a narrowness of spoken as well as written vocabulary. This impacts adversely on their ability to communicate in writing in other subjects such as history and geography.
- 96 Pupils' good and very good achievements reflect the quality of teaching. The quality of teaching was good overall, 88 per cent was good or better and nearly 45 percent was very good. There was no unsatisfactory teaching. Teachers' planning, methods and strategies are good. Their questioning and challenging of pupils is particularly effective. In a very good lesson, the teacher challenged pupils to listen carefully because each time she repeated an instruction she used more complex vocabulary and language patterns. *'Said'* became *'answered'* which became *'replied'* and so on. Pupils use information and communications technology in English, pupils word process their work and pupils play games that reinforce spelling and vocabulary.

- 97 Management of pupils is very good and challenging behaviour is sensitively handled. The level of support for pupils in classes is crucial in enabling pupils' learning to improve and is one of the reasons for the very good achievement of pupils with English as an additional language and the good achievement of pupils with special educational needs. Learning support assistants are used well in lessons.
- 98 Learning support assistants know what is required of them. They are even more effective when they are given their own individual written planning sheet which occurs in many classes. Planning includes identifying key questions for teachers and learning support assistants to ask the pupils during presentation and discussion, in order to develop pupils' grammar and syntax in the spoken language. This strategy is effective in reinforcing pupils' learning of language. However, planning does not often include a short list of new words for teachers and support staff to specifically introduce into their conversations with pupils in discussions or role-play, a valuable technique to develop pupils' spoken vocabulary. Teachers use the final session of the lesson well to assess pupils' progress and to reinforce learning. Teaching of spelling takes place in this part of the lesson. In an effective lesson in a Year 2 lesson on compound words, this session is used to consolidate pupils' knowledge. Few opportunities are given in these sessions for pupils to speak in front of the whole class. For example, explaining what they have been doing and learning in the lesson.
- 99 Management of English is good. The co-ordinator is aware of the strengths and weaknesses of the subject in the school. There have been good improvements since the previous inspection. Standards have risen. The National Literacy Strategy has been implemented effectively. The quality of teaching has improved. The teachers know their pupils very well and know what they understand and can do. Each pupil has individual targets to achieve and these are regularly reviewed and updated. Some of the teachers include drama lessons in their timetables but not all. There is no whole school policy on this aspect of English teaching to promote speaking and listening skills, and to lend and promote a richness in pupils' vocabulary.

<sup>3</sup>There are six Early Learning Goals for children in the Foundation Stage: personal and social development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

## **MATHEMATICS**

- 100 Pupils' standards by the end of Key Stage 1 are above national expectations in numeracy and the other aspects of mathematics. This reflects the improving picture of attainment for pupils aged seven which emerged in the National Curriculum tests in the Year 2000. Results were above average compared nationally to all schools and well above average when compared to <sup>1</sup>similar schools. Standards have significantly improved over the past three years, with evidence of challenging opportunities. In particular the introduction of the National Numeracy Strategy has been an important factor in raising standards since the previous inspection. Other important factors are the good teaching of the subject across the school and the enthusiastic response of pupils that boosts their standard.
- 101 Across the school, there were no significant variations in the attainment of boys and girls seen during the inspection. However, National Curriculum tests over three years indicate boys out-perform girls significantly. The introduction of the National Numeracy Strategy and the setting of challenging but achievable targets for both girls and boys is narrowing the gap in attainment. Pupils with special educational needs

are supported well and make good progress in relation to their prior attainment. Pupils who are from minority ethnic groups or who speak English as an additional language achieve very well and to a similar standard to their peers.

- 102 By the end of Key Stage 1, pupils aged seven have a good understanding of addition and subtraction. They note their operations accurately on a board with a 100 squares and show they understand calculations made by doubling numbers. For example, they understand that 7 is made up of  $3+3+1$  or  $4+4-1$ . Pupils recognise and sort a range of two and three dimensional shapes and know the definition of a triangle or a cylinder. By the end of the key stage they understand symmetry and accurately draw the line of symmetry on a letter of the alphabet or on patterns drawn on squared paper. Increasingly pupils apply their knowledge to other subjects such as science, geography and design technology.
- 103 The quality of teaching and learning is good overall. Across Key Stage 1 the teaching varies from very good to unsatisfactory in one lesson. In 20 per cent of lessons teaching was very good and in 60 per cent good. The strengths in the teaching include teachers' good understanding of the subject, especially the format and techniques specified in the National Numeracy Strategy. These include, mental agility work with pupils to improve their skills of calculation in their head and the use of whole class teaching with group work and a final session in which the threads of the lesson are drawn together and ongoing assessment of what pupils have learned takes place. Teachers consider that the introduction has had a considerable and positive effect on their teaching of mathematics. Another factor in the good quality of teaching is the enthusiasm which teachers show that inspires pupils and makes sure that they enjoy learning. In the one unsatisfactory lesson seen, the teacher was not fully prepared and the abbreviated introduction meant that pupils did not fully understand what was expected of them, leading to confusion and slow learning. This is not typical and in another very good, well prepared lesson the same teacher used very good questioning skills to develop the lesson and kept a brisk pace of learning. This is more typical of mathematics teaching in the school.
- 104 In one of the best lessons seen, Year 1 pupils counted forward and back on a number grid as a whole class developing pupils' mental agility. When pupils were having difficulty answering individually, they could *'phone a friend'* using a phrase from a popular television quiz show, to encourage pupils to help each other. This lesson concentrated on pupils exploring tens and units, one pupil estimated that 27 is nearly 30 when working out the tens and units required to make the number. The teacher used home made tens and units strips as well as commercial cubes to reinforce pupils' understanding. The lesson continued at a brisk pace, all pupils were fully involved, keen and learning very effectively.
- 105 Teachers are confident in using the National Numeracy Strategy. Planning is generally clear and effective and follows a consistent pattern across the school. The final collective session is used effectively, both ensuring that pupils have fully understood the lesson objectives and establishing to what extent they have learned the concepts introduced. Presentation of work is generally satisfactory although varies somewhat from class to class. The school has developed the quality of evaluative marking, criticised in the previous inspection, and this is now good and used to promote pupils' understanding. Information and communications technology is satisfactorily used to follow up work done in class. For example, pupils play number games on the computer to improve their knowledge and understanding of tens and

units, when they have had their turn they mark this on a record book. Mathematics makes an important contribution to other subjects, such as science, geography, art and design and design technology.

106 Teachers know their pupils well, this enables them to plan lessons which challenge pupils of differing ability and to set challenging but achievable individual targets. In one lesson, for example, pupils in a Year 1 class were working in groups on a grid with numbers to a 100. Low attainers played bingo with numbers to ten and average and high attaining pupils picked random numbers up to ten or fifteen respectively and put them in the correct order on the grid. The work was carefully pitched to challenge pupils of different attainment. The results of the National Curriculum test are analysed at the end of the key stage both to determine pupils' progress and to set suitably challenging targets. The school has exceeded these targets in the last three years. Whilst teachers know their pupils well and set challenging but achievable targets, there is no whole school procedure for assessing pupils' standards and tracking their progress. A whole school approach to pupil assessment is planned for implementation in the near future. This lack of a systematic approach to assessment makes it difficult for new teachers to judge the standards of pupils in their classes and means that the quality of assessment varies from one teacher to another, but not significantly. The co-ordinator and headteacher effectively monitors the quality of teaching and learning and this is major factor in raising standards in the subject.

107 The good development in this subject since the last inspection is partly to do with the enthusiastic and very effective leadership of the co-ordinator, partly the effective introduction of the National Numeracy Strategy, which the school follows closely, and partly the improved teaching through close monitoring. Standards continue to rise.

<sup>1</sup>This is based on comparing this school with the results of schools with a similar level of pupils' entitlement to free school meals nationally to determine the level of disadvantage in the school.

## SCIENCE

108 The majority of pupils in by the end of Key Stage 1 attain at least the standard expected nationally, a significant proportion achieve well above this standard. This standard has been achieved in all National Curriculum programmes of study in science: scientific enquiry; life processes and living things; materials and their properties and physical processes. The Year 2000 National Curriculum teacher assessments give the percentage of pupils achieving level 2<sup>2</sup> and above as just below the national average but the percentage attaining level 3<sup>2</sup> and above as being well above the national average. This means that standards overall are in line with the national average. Inspection findings, samples of pupils' work, lesson seen and displays, showed pupils at age seven attain standards at least in line with expectations for their age and frequently higher than these. At the last inspection in 1997, standards for pupils by the end of Key Stage 1 were below the national average. There has been a significant improvement. There are no significant differences in the performance and achievement of boys and girls across the school.

109 Pupils with special educational needs are well supported by the curriculum planned for them and the adults who work with them. Their achievement reflects this support. Pupils from different ethnic backgrounds and those who have English as an additional language are a high proportion of the school and they achieve at a similar level to their peers.

110 Pupils achieve a good standards relative to their age and ability in science and in half of lessons seen during the inspection achievement is good or very good. Teachers hold

high expectations that pupils will develop skills and gain understanding of scientific principles. They challenge pupils to learn, to concentrate, persevere and add to existing knowledge. To enable pupils to do so teachers plan high quality activities, prepare a wide range of resources and generate a working atmosphere that makes learning enjoyable and a positive experience. Pupils are encouraged to experiment and observe, predict what might happen and test to see if their predictions are correct. In lessons, Year 1 pupils, in their topic on light, were looking at light sources, using magnifying glasses to examine light bulbs and experimenting with batteries, wires and bulbs to make the bulb light. They identified the filament and observed that when the current was connected the bulb gave out light as the filament became hot and glowed. They also discovered that after a short time the glass bulb round the filament also became hot. In an enjoyable end to the lesson pupils had the opportunity to see that materials coated with a fluorescent substance glowed without the need for a light source and were challenged to think about why. The opportunity to peek under a cover into a dark space lit only by the glow of fluorescent stars, made science thrilling and generated an exciting discussion about how it could happen.

- 111 Year 2 pupils were looking at the forces '*push and pull*', experimenting with the force necessary to make toys work. The range of toys and the arrangements for the conducting of the experiment made sure that pupils took their work seriously. By starting with the sentence '*have a play with the toys and see what you think*' before establishing more scientific research methods the teacher encouraged the pupils to concentrate, to predict and test out that prediction. Finally pupils illustrated their findings with a diagram and explained exactly what they had discovered. The teacher's demonstration of the push force of a squeeze on a soft toy that giggled and wriggled made the whole session enjoyable and captured pupils' imagination. The placing of resources onto the tables and the structures of the groups, made sure that all pupils had the opportunity to take part. No particular group of pupils was able to monopolise the more interesting toys such as cars and trucks leaving toys such as the *baby toys*, *pull alongs* and *cash tills* to others.
- 112 Samples of previous work show the good breadth of the curriculum and the standards and progress pupils achieve. Pupils spend a lot of time planning and conducting experiments, making observations, considering how to make tests fair and taking notes in a range of different ways from simple diagrams and sentences to grids and charts. They are beginning to put the details of an experiment in a logical and considered way, in writing. Pupils in Year 1 are making good progress in their learning about living and non-living objects, they have considered the situation of animals that live in water and on land and the common needs for such as food, shelter and sleep. In their work on materials they have thought about the use of paper and wood and tested a range of materials by texture and feel. They are learning about the safe use of electricity and light sources and have identified artefacts in the home and school that need either batteries or mains power, noting their findings in chart form. Year 2 pupils have been looking at the countryside, making observations about habitats round the lake, considering animals' needs, lifestyle and young. They have entered the world of the mini-beast, learning about classification and the lifecycle of the frog. Change, as seen in a life cycle, re-occurred in their work on materials with pupils considering what happens when materials are added to water and the effects of heat. The noting of their experiments in writing are becoming more formalised with pupils encouraged to write their predictions, test, alter an element to establish a fair test and then to write up the result.
- 113 The quality of teaching is good overall. Teachers have a good scientific knowledge. They extend their pupils' understanding well with the use of suitable scientific words. Teachers plan together in year group teams. Teachers use supporting adults well,

taking care that tasks are selected to support all pupils' learning and that lessons are taught with a good pace and challenge. Good questioning skills and clear explanations along with the use of scientific terms encourage pupils to explain and clarify their thinking. Pupils across the school respond with good attitudes towards their work. They are enthusiastic, concentrate and are motivated to learn. Teachers plan work effectively because of the quality of the evaluation they make of the progress of pupils in lessons. Samples of work are collected and matched to the National Curriculum attainment target levels and stored in a subject portfolio of work. The co-ordinator gives good leadership to other staff, makes sure that resources complement the curriculum, are plentiful and easy to find and arranging staff training to increase subject expertise, although monitoring is by the outcome of pupils' work and not by the direct observation of teaching and learning.

## ART AND DESIGN

- 114 The standards achieved by pupils by the end of Key Stage 1 are in line with expectations for their age and are similar to the last inspection. However, the introduction of a new policy based on the national document Curriculum 2000 and the appointment of a new co-ordinator for the subject has had an effect on the quality of art and design and standards are rising. Pupils with special educational needs, those with English as an additional language and minority ethnic groups achieve a similar standard to their peers.
- 115 Pupils have the opportunity to experience a wide range of materials in art. For example, in a Year 1 lesson pupils investigate the use of a range of materials to make simple stained glass windows or a reflective picture to achieve the effect. They sensibly discuss the use of words such as *'breaking, scrunching, twisting, tearing, gluing and bending'* different materials to achieve the effect, developing their speaking and listening skills. In a Year 2 lesson, pupils look at aboriginal patterns on an Australian boomerang, they are amazed at the intricacy of the designs and patterns. They carefully plan their own designs on sheet. In a painting lesson in Year 1 pupils paint the background using a colour wash before they paint pictures of well known traditional stories, such as *'the three little pigs'*. Across the school there was skilful use of equipment such as glue, pencils and scissors with a high regard for safety. Information and communications technology is used satisfactorily in art, pupils using painting and drawing programmes. Pupils' work is highly valued and well displayed around the school, which contributes to pupils' learning. There are some good examples of still life paintings of a bowl of fruit and *'food- face'* pictures in the style of Guiseppe Archimboldo, who makes pictures using fruit and vegetables. Art work is used to illustrate stories such as *'Norah's Ark'* displayed in the hall. Another very good display uses pupils' work to show information to visitors, for example, there is a *welcome to our children* in several languages, which uses pupils' colourful hand prints.
- 116 In lessons, twenty per cent of the teaching was very good, sixty per cent good and the remainder satisfactory. This together with analysis of the displays and portfolios of work indicate teaching is good overall, which accounts for standards rising recently. In effective lessons teachers use a wide range of materials and resources, and use detailed and clear introductions to lessons to take care that pupils understand the tasks being set. In a Year 1 lesson the teacher used very clear language to develop pupils vocabulary when discussing ways to fill the outline of a picture with materials in a collage. Probing questions are asked to make pupils think about the task they are doing. For example, half way through a Year 1 lesson the teacher stopped the class to share ongoing evaluation of work, especially the use of dots to complete an aboriginal design. Teachers manage pupils very well, without exception, although the potential for pupils to show challenging behaviour was apparent during many lessons. Teachers

skilfully defused difficult situations by making lessons well structured and enjoyable. This made sure that all pupils participated fully and productively.

- 117 The newly appointed art and design co-ordinator (September 2000) has very good subject knowledge and is a great enthusiast of art and design. She is particularly keen to broaden the range of experiences of pupils in the school some of whom have troubled or impoverished backgrounds. The co-ordinator's enthusiasm has communicated itself to other staff and art and design is at the early stages of a renaissance in the school and standards are rising. There is a realisation amongst teachers that the development of art and design also has an effect on pupils' literacy skills. It helps to raise standards in handwriting through pencil and brush control and speaking and listening skills as pupils attempt to articulate their thoughts in art. The introduction of a new policy for art and design based on the national guidelines in Curriculum 2000 has been effective in this respect. The co-ordinator keeps a portfolio of work to monitor pupils' standards and this together with discussion and scrutiny of school displays means she has a good understanding of the effectiveness of the subject in school. There is no monitoring of teaching and learning through classroom observation.

## DESIGN AND TECHNOLOGY

- 118 During the inspection it was not possible to see many lessons in design technology, so judgements are made after including discussions and an examination of displays. At the time of the previous inspection standards were considered to be in line with expectations by the end of Key Stage 1. Findings from this inspection confirm that view. Within lessons Key Stage 1 pupils have the opportunity to develop, plan, make and evaluate their own and others work. Year 2 pupils are concerned with planning a boomerang after making a close observational study of an artefact and samples of aboriginal art. Year 1 pupils consider the shapes, sizes, colours and textures of different materials to make a collage of the *Three Little Pigs* story. Pupils in both classes identify the key elements to be included in their designs - size, shape, colour, texture and fitness for use. They draw up plans to show the proportions, colours and patterns of their designs. Older pupils add to the criteria the core of design technology – does the design result in a product that works? Having made their boomerangs in line with their designs, older pupils test then by throwing them. This results in all pupils watching each other's product fly and evaluating performance against the design and the original artefact. Year 1 pupils did not have the opportunity to do this during the inspection, their project is over a wider time scale than that of the older pupils. They test out their construction later using toy pigs. All pupils, including those with special educational needs and English as an additional language are achieving standards in line with expectations for their age and learn effectively.
- 119 Effective learning results from good teaching. Teachers' planning is good. Teachers take time to introduce tasks, putting an emphasis on design technology by concentrating on usable products. The plan must result in an object being made, the model must be tested and the findings fed back into the design to improve the planned item further, the result must work. Teachers are good at matching tasks to existing skills, especially of cutting and joining. They provide a wide range of materials, check that pupils have the physical knowledge and skills to make their model, to cut and join a variety of materials using a range of tools, including scissors, glues and paints and are aware of how to do so safely. Teachers carefully evaluate progress through information from previous lessons, and plan adult support, targeting pupils who have specific needs, especially pupils who have special educational needs and those for whom English is an additional language. Pupils, with good levels of support from the teacher and support assistants, generate their ideas well, using pictures to show what

they want to do. Pupils clearly describe how their product works, with good levels of understanding. Pupils are well motivated by the subject. They work sensibly together, concentrating hard in developing their tasks. They take the evaluation of their own and others work seriously and provide some helpful comments and suggestions for improvement. This was particularly evident when testing the boomerangs.

- 120 The subject co-ordinator has recently been appointed in September 2000 and is in the process of examining the previous work in the school before preparing a draft policy to form the basis of staff discussions about a policy for the school. She has a brief but well thought out action plan addressing the subject's needs, it prioritises the actions needed to improve the subject. She is matching resources to the curriculum at present and matching topics to pupils' skills development and staff training.
- 121 The co-ordinator has no time to monitor and evaluate provision to discern the quality of teaching and then evaluate the impact of current practice upon standards at the moment.

## **GEOGRAPHY**

- 122 The last time the school was inspected, standards in geography were below national expectations. Since then standards have improved and are in line with expectations by the end of Key Stage 1 when pupils are seven years old. All pupils, including those with English as an additional language and pupils with special educational needs, achieve their individual targets and make good progress.
- 123 By the end of Key Stage 1, pupils are acquiring knowledge of how to use and create maps. Through very well planned and organised teaching pupils achieve well after having investigated and researched story books for references to other countries in the world, by finding these countries on a world map and labelling them. This work makes good links with literacy work because pupils learn more difficult reading skills such as identifying words or phrases in a text quickly when researching. Through good teaching they learn strategies to locate countries quickly on a globe or world map. Year 2 pupils learn to draw pictorial maps of imaginary routes taken by characters in stories. They do so with care and neatness after having thought out the sequence of landmarks logically. They become aware of map conventions. Pupils achieve the skills required to create a key and through effective questioning from the teacher realise its important relevance to map reading. Pupils are also learning to form geographical questions, for example, about pond life, *'Has the water got plants in it?'*
- 124 Year 1 pupils learn what features should be included on a map such as railway tracks, roads, and houses. They also learn how to represent objects with suitable symbols and learn that features can be represented in different ways. Due to well organised and planned lessons, pupils are encouraged to work independently creating their own maps. Information and communications technology is well used for research in this subject including the use of the Internet for information.
- 125 Since the previous inspection the good management of the subject has led to an improvement in standards. This is due to an improvement in the quality of teaching, which is good overall. There was one excellent lesson. All pupils enjoy geography lessons and work hard sustaining concentration and making every effort to contribute. This was particularly evident in the lesson on countries of the world, in which the level of working noise derived from pupils' sheer interest and stimulation.
- 126 The co-ordinator has worked hard to create a policy and has a scheme of work in place which matches the requirements of the National Curriculum and is relevant for the

needs of the pupils. The scheme of work is closely linked to the teaching of literacy and to other subjects, when relevant, through a topic approach. The nature of geography in this school is very practical. The fieldwork activities encourage talk and participation that helps the school to cater both for pupils with special educational needs and those who have English as an additional language. Resources are improving and this has a positive impact on teaching and learning. The co-ordinator is very aware of the strengths and weaknesses that require development in the subject and has good plans to develop the subject. The co-ordinator effectively manages the subject and monitors the quality of teaching and learning through the quality of pupils' work only, no lesson observations have taken place. The school is aware that assessment procedures are not fully developed but there is an effectively presented portfolio of work that represents the standards achieved in the school.

## HISTORY

- 127 The school has maintained the standards identified in the previous inspection and they are in line with expectations for pupils by the end of Key Stage 1. Pupils are steadily developing their knowledge of the lives of people in the past by the teachers' good use of resources including videos and artefacts and by good lesson planning.
- 128 Pupils gain knowledge of people such as Mary Seacole and her life and times, developing a good sense of chronology. They achieve knowledge about conditions in the Crimean War and in the West Indies in the nineteenth century. Pupils have good experience of how history is interpreted because they are given opportunities to compare these conditions with conditions and now, for example, differing modes of transport. Thus they develop a sense of chronology and an understanding about why people behaved as they did. Information and communications technology is well used for research in this subject including the use of the Internet for information.
- 129 In Year 1, pupils' work is closely aligned to their work on light in science and excites them especially when the teacher produces an oil lamp for them to see. They too develop a sense of time passing by comparing and ordering sources of light in the correct chronological order.
- 130 Teaching is effective throughout the school. Teaching is good overall in both year groups, frequently very good. Pupils show their work to visitors to the school because they are proud of it. Their personal development is encouraged by sensitive treatment of pupils' learning about other cultures and races. The pupils show their basic concept of the past by their keenness to ask questions such as 'How long ago was that?' and 'How old would she be now?'
- 131 There is good support for pupils with English as an additional language. Teachers take care that pupils with special educational needs are included totally in lessons. Support staff are also instrumental in this. Work is well matched to pupils' needs. Teachers show a good command of the subject through very good questioning. They are successful in ensuring pupils learn factual knowledge and reflect on this knowledge to compare and draw conclusions. Information and communications technology is suitably used to research information on CD-ROM and the Internet.
- 132 The management of the subject is good. There have been a number of good improvements since the previous inspection. There is now a co-ordinator for history, a policy and a scheme of work which is suitable and applicable for the pupils in this school. The recent new scheme of work introduced in September 2000 makes sure the subject is linked to other subjects particularly literacy. This is well illustrated by the question and answer sheets about the life of Grace Darling. When pupils hear the

story of *'Granny's Quilt'* teachers lead discussions about what it was like then and how things were different; for example, *'cameras were bigger then than now'*. This strategy is making the subject interesting and helps teachers' planning. Resources are improving. The co-ordinator is aware of the strengths and weaknesses of the subject and has good plans to develop the subject further. Monitoring of teaching and learning is by the outcomes of pupils' work, no observation of teaching takes place.

## **INFORMATION AND COMMUNICATON TECHNOLOGY**

- 133 At the time of the previous inspection pupils' standards in information technology were judged to be unsatisfactory and became a key issue for improvement. Since 1997 the school has worked hard to bring about change and pupils' standards are above expectations for their age by the end of Key Stage 1.
- 134 Pupils' standards and rate of learning has increased dramatically because of the good quality of the teaching provided across the school. Within the limits of the equipment currently available, teachers plan lessons that challenge and extend pupils existing knowledge and understanding about the use of computers, tape recorders, video and digital cameras, the Internet and the sending of messages using telephone lines in school, in business and at home. They plan activities that enable pupils to develop and practice the skills of loading a program from disk and the computer's hard drive, enter a program and close it correctly after use. Pupils learn how to control a mouse and a cursor on the screen of a computer. They are taught how to edit, print and save their work and to open program from floppy disk and the Internet for research. Computers are used to support other subjects such as English, mathematics and science. They are effectively used to write instructions, poems and stories and prepare simple bar graphs and pie charts. All pupils have the opportunity to program and control a programable robotic device called a *'roamer'*. During the inspection, pupils in a Year 2 class, for instance, were using the *'roamer'* to draw squares and rectangles, giving instructions to make something happen. Pupils, with the teachers' support, plan together the instructions and watch each other as they take it in turns to instruct the machine to move. They put in commands to turn corners and work out how far forward it needs to move to complete a shape. In another lesson pupils entered an ecological game program from a disk to use the cursor and control a mouse to guide *'rescuers'* through a pyramid temple. They had to identify and use the on-screen icons to turn corners, walk, jump and calculate the steps to be taken by the characters to complete the task. Although the program froze half way through the

temple, the teacher used the situation to emphasise that no technology is perfect and that computers support learning, rather than replace it. This experience made a good contribution to pupils' personal development.

- 135 Information and communications technology has a knowledgeable and energetic co-ordinator who provides good leadership for the subject. He maintains the resources and makes sure that teachers are up to date in their use. He has researched programmes to support the wide range of the curriculum, especially for pupils with special educational needs. He takes care that skills are taught to the whole class and the teachers provide opportunities for pupils to practice skills between lessons. He has closely monitored the teaching and learning in this subject through classroom observation. He has drawn up an information and communications technology strategy that includes details of the existing technological equipment and future purchases. The strategy is linked to the school's priorities for development, staff training and the structured development of pupils and staff skills. The school is waiting for new computers and supporting equipment and these should enable staff to drive learning forward, enabling the curriculum taught to pupils to be well supported.

## MUSIC

- 136 During the inspection four lessons were observed at Key Stage 1. This together with listening to pupils sing in assembly, and scrutiny of displays indicates pupils attain standards at least in line with expectations by the end of Key Stage 1, these are similar to the standards achieved in the last inspection.
- 137 By the end of Key Stage 1, pupils select and explore untuned percussion instruments. They use sounds to create musical effects and are asked to consider what a sound is like on an instrument and compare it to that in the natural world. For example, many small seeds in a long box, when tipped makes the sound of rain falling and indeed is called the rainmaker (from Africa). Pupils use non-standard notation of a piece of music using their own symbols. For example, in a Year 1 class pupils composed pieces of music on rain which they can recall and sing. Pupils sing tunefully and demonstrate a good sense of rhythm across the school. They experiment using a good range of untuned percussion instruments from all over the world and when playing a game of *'guess the instrument'*, in a Year 2 lesson, many pupils were able to do so. Pupils listen attentively and recall sounds they have heard and compare the loud and soft playing of them and the effect different ways of playing them has on the sound the instrument makes. For example, if they strike, shake or beat the instrument. Pupils enjoy music lessons and listen attentively. They respond to music by means of dance in physical education lessons and enjoy a mixture of music from different countries in assemblies.
- 138 The quality of teaching is good overall. It was very good in two lessons, good in one and never less than satisfactory. Teachers' knowledge and understanding is good. They teach basic skills well. They use methods that enable pupils to learn effectively, with the result that their understanding, knowledge and skills acquisition are good. Teachers' planning is satisfactory and expectations are good overall. The management of pupils is very good. Pupils' good behaviour and positive and relationships created a positive approach to their learning.
- 139 Teachers plan together and the work covered is loosely based on the national guidance in Curriculum 2000. There is no formal policy or scheme of work but close team-work by the teachers makes sure the curriculum in music covers all the programmes of study in the National Curriculum. There is no co-ordinator for the subject and the headteacher who is musically trained is in a caretaker role until a co-ordinator is

appointed. The school has successfully concentrated on raising the standards in basic skills in recent years and music has been a low priority, but is due for development in the near future. However, the richness and diversity of pupils' cultural backgrounds in music are not fully explored in the music curriculum and information and communications technology is not in use in music.

## PHYSICAL EDUCATION

- 140 By the end of Key Stage 1 standards are in line with expectations and are similar to the last inspection. All pupils are fully integrated into all physical education lessons and those with special educational needs achieve according to their personal targets. Those with English as an additional language and pupils from minority ethnic groups achieve at a similar level to their peers. Pupils participate in a full range of physical education activities including gymnastics and dance, although swimming is left until pupils reach junior school. In a good Year 2 lesson pupils warm up vigorously moving in different directions around the hall, they show good spatial awareness and move confidently and with co-ordination. In a football dribbling game pupils show good control over the ball as they dribble round a hoop, although they are rather slow at first this improves during the lesson. There is a noticeable difference between boys and girls in this activity, boys appearing more co-ordinated. In another Year 2 lesson pupils move around the hall in different ways sometimes hopping sometimes skipping and sometimes jogging, they discuss their body's response to vigorous activity, *'I feel out of breath'*. In a Year 1 lesson pupils balance and find different ways of moving around on the large apparatus. During this lesson pupils showed good control over their movements and a good sense of balance. There were few opportunities in lessons for pupils to collaborate or to evaluate their own and other's work.
- 141 In forty per cent of lessons teaching was good and never less than satisfactory. The quality of teaching is good overall. Most teachers have good subject knowledge. They use a full range of resources from large gymnastic apparatus to small games equipment to teach pupils the full range of physical skills. Teachers will often demonstrate themselves in a lesson together with teachers' assistants or ask pupils to show their routines in a lesson. In a Year 1 lesson, for example, in which pupils travelled over apparatus on different parts of their bodies such as their stomach, back and knees, the teacher and at least one assistant demonstrated this. Occasionally in parts of lessons teachers do not sufficiently challenge pupils physical stamina. For example, in a Year 2 dribbling match pupils move quite slowly and although they were developing this skill, the slowness of their movement did not ensure physical effort by the pupils for a sustained period and the pace of the lesson slowed. In one lesson pupils were not properly changed for the activity. Teachers' plan their work jointly and classes present similar activities. However, physical education has a low profile in the school as the school has pursued a policy of concentrating on raising standards in basic skills.
- 142 The subject is without a co-ordinator at present and the headteacher has taken on the role at present, until a suitable appointment can be made. No monitoring of teaching and learning takes place. Care is taken to make sure all pupils have a full physical education entitlement in terms of time spent on the subject. The joint planning by teachers is reasonably consistent in terms of what is taught, but there is no consideration of using information and communications technology in physical education, for example, stated as part of the physical education curriculum in the nationally produced Curriculum 2000 document. Nevertheless, due to the enthusiasm of the all the staff and pupils for physical education, it still plays a full role in the curriculum and standards have been maintained if not developed. The range of resources and equipment is satisfactory for a school of this size.

## RELIGIOUS EDUCATION

- 143 Pupils' standards in religious education by the end of Key Stage 1 are in line with the requirements of the locally agreed syllabus. This reflects the findings of the previous inspection in 1997. The rate of pupils' progress in learning, however, is good overall sometimes very good and even excellent on occasion. This is an improvement on the previous inspection where progress was judged to be satisfactory. There is no discernible difference between the progress of boys and girls. Pupils with special educational needs make good progress for their age and prior abilities. Pupils for whom English is an additional language and those from different ethnic backgrounds make the same good progress as their peers. Pupils are learning about different faiths. Pupils in Year 1, for example, are learning about Jesus and the parables he told. Pupils apply the parable of the *'Talents'* to their own lives. They learn about the festival of *'Chinese New Year'* with the legend of how the years got their names and investigate religious symbols through the year group topic on *'light'*. For example, in this lesson pupils looked at baptism and altar candles and reference was made to the *Christingle* orange from Christianity, the *Hanukkah* candlestick from the Jewish faith and the use of light in the Hindu religion. The teacher encouraged pupils from the different faith groups within the class to share how their religion uses light in prayer and worship. Year 1 pupils follow the agreed syllabus concentrating on *'explicit learning'*, the obvious points in religion in Year 2 pupils look at a series of moral tales from the *'implicit learning'* side of the syllabus, concepts that underlie religion. Using the Aesop fable, for example, *'The lion and the mouse'* pupils are learning that no matter how big or little, strong or weak you are, you can offer help to others and can contribute to making life better for others.
- 144 The quality of teaching ranges from satisfactory to excellent, but is good overall. Lessons are planned to take advantage of pupils' own knowledge, especially those of different faiths, who are willing to share their beliefs and customs with others in the class. Teachers use a range of interesting methods to challenge learning and inspire pupils. Their preparation and use of resources makes learning enjoyable. In Year 2 for instance the teacher told the story of *'The Boy who cried Wolf'* and pupils act out the story. When recalling of *'The Lion and the Mouse'* the teacher had soft toys for the characters to which she gave voices when telling the story. For the pupils recalling how the years got their names, the teacher had Chinese written symbols and composed the pupils' names from these, helping pupils work out what their names meant. In each class pupils were encouraged to think for themselves and make connections between what they heard and how they lived and behaved. Teachers' carefully use questions to guide without indoctrinating. This results in pupils responding well by concentrating, working hard and learning as much as they can, enjoying their work. Teachers' lesson plans have clear learning objectives. In lessons teachers do not need to spend much time on behaviour management. The structure of lessons, the challenge and range of resources and the careful match of tasks to pupils' individual needs, make sure that pupils work hard and are keen to take part in the lesson.

145 The headteacher satisfactorily co-ordinates the subject. She monitors the quality of work in religious education by listening to discussions and visiting lessons. Because of the age of the pupils, little is noted in pupils' books. Rather discussions, listening to stories, looking at artefacts and researching through books are used instead. The co-ordinator encourages staff to make good use of local resources, particularly places of worship, and the use of the expertise of religious leaders from the community. The school has a range of resources and more can be borrowed from parents, the Church and the staff when required.