

INSPECTION REPORT

GRANGE PARK INFANT SCHOOL

Hayes

LEA area: Hillingdon

Unique reference number: 102433

Headteacher: Kiran Thapar

Reporting inspector: David Whatson
23494

Dates of inspection: 24 – 28 September 2001

Inspection number:

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Lansbury Drive Hayes Middlesex
Postcode:	UB4 8SF
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Appropriate authority:	The governing body
Name of chair of governors:	Etta Whitaker
Date of previous inspection:	May 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23494	David Watson	<i>Registered inspector</i>	Mathematics; Physical education; English as an additional language.	The school's results and pupils' achievements; How well are pupils taught? How does the school care for its pupils? How well is the school led and managed?
9092	Ron Elam	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
22147	Anne Holland	<i>Team inspector</i>	Areas of learning for children in the Foundation Stage; Special educational needs; Special Resourced Provision; Art; Design and technology; Music.	
27736	Jeremy Collins	<i>Team inspector</i>	Science; Geography; History; Religious education.	
18466	Kevin Hodge	<i>Team inspector</i>	Equal opportunities; English; Information and communication technology.	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
SPECIAL RESOURCED PROVISION	22
ENGLISH AS AN ADDITIONAL LANGUAGE	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grange Park Infant School is larger than other schools of the same type. It has 227 pupils on roll, aged between 3 and 7. Pupils are taught in 8 classes and boys slightly outnumber girls (122 to 105). There is a nursery with 80 places and a Special Resourced Provision for children with complex learning difficulties. The percentage of pupils known to be eligible for free school meals this year (18.9 per cent) is in line with the national average, although it was higher in the past. Ethnically, the school population is very diverse with significant numbers of pupils of an Indian, Pakistani and African heritage. One hundred and forty one pupils have English as an additional language, 74 of whom are at an early stage of English language acquisition. Pupils' attainment on entry to the nursery is below expectations for their age. The percentages of pupils with special educational needs (26.8 per cent) and of those with a statement of special educational need (3.5 per cent) are well above the national average. A majority of these pupils have moderate learning difficulties. The school has a high level of mobility; 26 per cent of pupils leave or join during the key stage at times other than the beginning of the academic year. In January 2000, the school changed from Grant Maintained status to that of Foundation. Since the last inspection, 10 staff have left and seven have joined, including the headteacher.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good education for its pupils. It provides a very warm and caring environment where pupils want to come to school and learn. This leads to good achievement both socially and academically. Teaching is good and sometimes very good. Consequently, standards are steadily improving. The leadership and management of the headteacher and senior staff are good. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- The good and sometimes very good teaching is steadily improving achievement in reading, writing, mathematics and science; standards in mathematics and religious education are above national expectations.
- The provision for those with special educational needs and those learning English as an additional language is good.
- The Special Resourced Provision for pupils who have complex learning difficulties is a strength of the school.
- The Foundation Stage for children aged between 3 and 5 provides a good start to their education.
- Pupils' attitudes to school and relationships are very good. Pupil's very good behaviour is promoted by the provision for very good social development. The headteacher and the senior management team provide clear direction for the school.

WHAT COULD BE IMPROVED

- The achievement of the more able pupils in writing.
- Pupils' rate of learning in science and in physical education.
- The attendance rate.
- The effectiveness of the governing body.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made steady progress since its last inspection in May 1999. Very good progress has been achieved in the last few terms since the appointment of the new headteacher. The leadership and management of the school have improved under her direction and are now good. The school's improvement plan is now coherent and supports all levels of school development. A new and extensive system of monitoring teaching and learning is helping to improve the quality of teaching and learning across the school. Due to this the results of the national tests for seven year olds have steadily improved. Pupils' achievement is now good and sometimes very good. Pupils' attainment in design and technology, art and music is better than at the time of the last inspection. In their planning, teachers now regularly take account of pupils' special educational needs and the needs of those learning English as an additional language so that they make good progress. Revised assessment procedures now collate, and analyse information so that teachers use it in their target setting, lesson planning and school improvement plans. The school has a strong commitment to high standards and the capacity for improvement is good. The school no longer has serious weaknesses.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with:				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
Reading	E	C	C	B	<i>well above average</i> A
Writing	E	D	D	B	<i>above average</i> B
Mathematics	B	B	C	B	<i>average</i> C
cs					<i>below average</i> D
					<i>well below average</i> E

Standards in Key Stage 1 have improved steadily between 1998 and 2000 in reading and writing. Based on average point score pupils the number of pupils achieving the national average of Level 2 or above in 2000 was broadly average in reading and mathematics but below average in writing and science. Compared with schools of a similar context, results were above average in reading, writing and mathematics but below average in science. Standards in science are lower than they should be and, although they have improved recently, they continue to give cause for concern. By the same comparison, the proportion of pupils achieving Level 3 or above was well above average in reading and mathematics but well below in writing; standards are not as high as they could be for the more able pupils. However, in view of their low attainment on entry to the school, pupils' achievement is good and sometimes very good. Unpublished results for 2001 show that the proportion of pupils achieving Level 2 are now slightly above the national average in reading, writing and science and close to the national average in mathematics. The proportion of pupils gaining the higher Level 3 has risen above the national average in mathematics. It is broadly the same as the national average in science and reading but remains significantly below in writing. School analysis has identified a difference in performance between different ethnic groups but this was not apparent in the work seen during the inspection. Inspection findings reveal that standards at this early stage of the year are slightly below the expected levels for pupils in Year 2 in reading, writing and science, but are already above in mathematics. There was no significant difference between boys and girls. Standards in information and communication technology and most other subjects are in line with national expectations; physical education is below and religious education above. Children in the Foundation

Stage make good progress in all areas of their learning. It is expected that the majority of children will meet the early learning goals although their achievement is not secure, especially in speaking and writing English. Pupils learning English as an additional language make good progress and achieve results similar to others in the school in national tests. Pupils in the Special Resourced Provision make steady and sustained progress in their learning, as do all pupils on the register for special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very positive. They are keen to learn, well motivated and interested in all areas of their schooling. These attitudes contribute significantly to their attainment and progress.
Behaviour, in and out of classrooms	The quality of all pupils' behaviour is very good, both in the classroom and around the school. Pupils abide by the school rules and are starting to show maturity. There have been no permanent exclusions.
Personal development and relationships	Relationships are very good and are a strength of the school. Adults provide good role models for the pupils. Pupils show appropriate respect for adults and each other and they gain in confidence as they move through the school. There is no racial tension.
Attendance	Attendance is very poor, well below the level expected in similar schools, and limits the progress of a few pupils. Punctuality of those who do attend is good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception The Foundation Stage	Years 1 & 2 Key Stage 1
Quality of teaching	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.

Teaching and learning is good and sometimes very good. The consistently good teaching in the Foundation Stage and in Key Stage 1 has a significant impact on the pupils' thirst for learning and is the main reason why pupils achieve so well. Unsatisfactory lessons in the teaching of physical education were due to a lack of teacher knowledge and confidence and as a result pupils did not make sufficient gains in their learning. The teaching and learning of English and mathematics is good. There are good opportunities for pupils to use their numeracy and literacy skills in other subjects. This is effective in strengthening pupils' grasps of many of the basic facts or language requirements of both subjects. Pupils' computer skills support them well in the learning of subjects such as art and mathematics. Pupils benefit significantly from a committed team of adults with whom they have very good relationships. These trusting relationships provide a secure environment in which pupils happily learn. Teachers' consistently high expectations of behaviour and standards demand that pupils try their best. Teachers and other adults manage pupils particularly well and with a sensitivity that helps pupils to develop their confidence and self-esteem. A strength of the

teaching lies in the detailed planning which meets the needs of all pupils, including those with special educational needs and those who are learning English as an additional language; consequently they all make at least good progress. Pupils respond enthusiastically to the fast pace of well-structured lessons. Clear explanations, well-focused tasks and the systematic teaching of basic skills from an early age effectively underpin teaching throughout the school, including the Foundation Stage. Therefore, all pupils have a good set of basic skills, which they apply across their learning. Teachers manage classroom activities well and create a positive atmosphere for learning, using time particularly suitably, providing encouragement and recognising pupils' achievements. Pupils are therefore well disposed to learn. The needs of the pupils within the Special Resourced Provision are met well in lessons through very good teaching, good use of support staff and well planned activities that develop learning in a series of small and manageable steps. They, therefore, benefit from steady and sustained learning in all areas of the National Curriculum, as well as good integration in to the main school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum for all its pupils. All pupils are fully included in the life of the school. The oldest pupils benefit from weekly French lessons, but little provision is made for extra-curricular activities.
Provision for pupils with special educational needs	The good provision for pupils with special educational needs enables them to make good progress due to well-written individual education plans and the deployment of experienced support staff.
Provision for pupils with English as an additional language	The good support provided by class teachers, specialist teachers and support staff ensures that pupils for whom English is an additional language make good progress in all subjects and achieve well and sometimes very well learning English.
Provision for pupils' personal spiritual, moral, social and cultural development	Good. The provision is very good for pupils' social development; good for spiritual and moral development, and satisfactory for cultural development. This good provision adds considerably to the calm and purposeful environment and creates an understanding by pupils of how they contribute to this orderly community.
How well the school cares for its pupils	The staff know the pupils well, and take great care of them in a safe and very supportive environment. Child protection procedures, health and safety and welfare arrangements for pupils are sound. The monitoring of academic performance and personal development is good. Behaviour management is consistent and positive. The procedures for improving attendance are unsatisfactory.

The learning experience offered to children in the Foundation Stage is good. Secure planning for literacy and numeracy helps to promote higher standards. The adoption of national guidance for the teaching of many subjects has strengthened the curriculum, although there is room for further improvement in science and writing. This is an inclusive school and all pupils make at least good progress. Pupils in the Special Resourced Provision benefit from very well managed inclusion into the life of the school. There are good systems to monitor and support pupils' academic and personal development. This has led to well-targeted support that has been instrumental in raising levels of achievement for many pupils. The school follows the guidance of the local education authority with respect to health and safety and will soon produce a whole-school risk assessment. The school works well with parents, providing them with quality information and offering them opportunities to be involved in the life of the school and their child's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide good leadership. The headteacher has developed good structures and sensitive support to build an effective team. Although members have distinct roles and responsibilities, they all share the same clear vision for the work of the school, which focuses on high levels of achievement.
How well the governors fulfil their responsibilities	Members of the governing body are supportive of the school and its work but do not completely fulfil their statutory role of holding the school to account or providing strategic guidance.
The school's evaluation of its performance	Through detailed analysis of its National Curriculum test results, the school has identified areas of development. This has successfully focused resources on school improvement, taking the school out of serious weaknesses and making it an effective school.
The strategic use of resources	The school has a good understanding of how best to obtain value from its spending decisions. It compares its results with other schools, carefully examining its spending decisions to get value for money. It seeks the views of others, although this aspect is not as well developed.

The headteacher provides very good leadership. Her work has created a whole-school commitment to improvement. Many governors are recently appointed and have yet to develop their role fully in working in partnership with the headteacher and independently monitoring the school's development. The school makes good use of the resources provided to it. Staffing levels are high, accommodation good and resources plentiful, all of which enhance pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and make good progress. • The good teaching. • Behaviour at the school is good, pupils are expected to work hard and they are helped to become mature and responsible. • The school is well managed and they are comfortable with approaching the school with problems. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The range of extra-curricular activities provided. • The information they receive on their children's progress.

Inspection findings agree with the positive views of the parents. The school provides good opportunities for parents to understand their children's progress, although the quality of information in the annual reports depends on the year group. The homework provided by the school is generally of a satisfactory amount. Although the school provides an appropriate range of trips, the lack of clubs and activities at lunchtime or after school is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in reading, mathematics, and science compare favourably with all school. Although writing remains below national levels the proportion of pupils reaching Level 2 and above in this and in reading and science, has been slowly rising since 1998. Standards in mathematics have remained broadly stable but dipped slightly in 2000 to be in line with the national average. Due to better teaching and good leadership and management, most standards now compare favourably with those found in similar types of school. Standards in most subjects are in line with national expectations although there is some underachievement apparent in science and, for more able pupils, in writing. In all other subjects pupils achieve well and sometimes very well. Overall standards are higher than those reported in the last inspection. There is no significant difference in the attainment or work of boys and girls; in fact it is less than that found nationally. The school, however, has noted a difference in attainment between different ethnic groups. This is not confirmed by the findings of the inspection. Pupils learning English as an additional language and those registered according to the Code of Practice for special educational needs¹ make good progress and achieve well, and sometimes very well, due to the high level and quality of their support.

2. Pupils' average point ²score has improved steadily between 1998 and 2000 in reading, writing, and mathematics. In 2000, the proportion of pupils achieving Level 2³ or above was above the national average in reading and mathematics, and broadly in line in writing. Performance at the higher Level 3 was close to the national average in reading. It was above average in mathematics but below in writing, where standards are not high enough. Standards in science were still below the national average and were seen to be in need of further improvement.

3. As compared to schools of a similar background⁴, pupils achieved above average results in reading, writing and mathematics, but below average in science. Standards in science are not as high as they could be. The complex language demands of the subject are not fully addressed, particularly in the scientific topics of life processes and materials and their properties. On the other hand, pupils know that their pulse rates vary and that changes in materials such as play dough are reversible. The improvement in mathematics results follows the introduction of the National Numeracy Strategy. Pupils confidently use numbers up to fifty and some even higher and can tell the time to the nearest hour or half hour. Results in reading continue to demonstrate good levels of achievement owing to the emphasis placed on the teaching of basic skills from nursery to Year 2.

4. In comparison to similar schools, the proportion of pupils achieving Level 3 or above was well above average in reading and mathematics but well below in writing. Standards in writing are not as high as they could be for the more able pupils. They do not consistently edit their own work and handwriting is not constantly joined up in a uniform fashion. Standards are above average in mathematics and reading because of quality teaching,

¹ Code of practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1933 Education Act.

² The average point score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school.

³ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil is attaining Level 3, then he or she is reaching standards above those expected for a child of his or her age.

⁴ The comparison is based on the Qualifications and Curriculum Authority's benchmark information designed to compare end of key stage tests and assessments with those of similar schools nationally.

support, and resources. Although there are still some improvements to be made in science and writing, many pupils achieve well, and some very well, in relation to their low attainment on entry.

5. The school has a highly mobile population with over a quarter of the school changing between reception and Year 2. But due to the high level of care at the school, and the good use of assessment, many pupils who start the school at different times of the year settle well and also achieve well. A small number of pupils, however, who joined the school during Year 2, or who had special educational needs, only made satisfactory progress. They had insufficient time to reap the full benefit of the added value that an education at Grange Park provides.

6. Unpublished results for 2001, shown below, demonstrate that the proportion of pupils achieving Level 2 and above has improved upon the 2000 results and slightly upon the 1999 results. They are much higher than those of 1998; reading and writing have both made significant improvements. The 2000 results are now slightly above the national average in reading, writing and science, and close to the average in mathematics. The improvement in science is due to the greater emphasis placed on the teaching of materials and their properties. The inclusion of creative writing lessons in the weekly timetable of all pupils helped raise the results in writing.

Results for seven year olds in the national tests for the last three years.

Year	1998		1999		2000		2001	
	Level 2 & above	Level 3 & above	Level 2 & above	Level 3 & above	Level 2 & above	Level 3 & above	Level 2 & above	Level 3 & above
Reading	69	22	80	35	83 (78)	28 (28)	88(84)	29 (28)
Writing	78	0	88	2	85 (83)	1 (9)	91 (85)	1 (9)
Maths	87	35	87	40	92 (83)	30 (25)	91 (90)	35 (25)
Science					85	23	91 (88)	26 (22)

All figures are given as percentages. National figures are given in brackets

7. In the 2001 national tests, the proportion of pupils gaining the higher Level 3 has improved upon the 2000 results, but remain slightly below the 1999 figure. These slight differences are due to the different abilities of the different year groups. Mathematics is now 10 percentage points higher than the national average. This is mainly due to the challenge offered by good teaching. The high attaining pupils are confident in solving a range of real-life number problems in which they have to choose the correct type of mathematical operation. In science and reading, the percentage of pupils reaching the higher level is slightly above the national average. New books purchased during last year to widen pupils' vocabulary have helped raise standards, broaden pupils' vocabulary, and deepen their understanding and enjoyment of what they read. In science, standards rose again. Inspection evidence shows that pupils understand the basic principles but the complex demands of scientific language continue to cause confusion. Science, therefore, remains a concern. The proportion of those pupils gaining the higher level in writing remains significantly below the national level. This demonstrates the continued underachievement of the most able pupils in this area.

8. Inspection findings reveal that standards at this very early stage of the year are broadly in line with levels expected of pupils in Year 2 in all aspects of English and science, and are already above in mathematics.

9. Pupils are given many opportunities to speak and discuss during lessons which they do so with clarity and enthusiasm. Due to well-told stories, good teaching and high expectations pupils listen attentively to teachers and each other. The teaching of basic reading skills is very thorough and is the basis of many group reading sessions as well as reading time at the beginning of lessons. Pupils in Year 2 read at the expected standard for this early stage of the year. They are generally enthusiastic readers and understand new words by breaking them down and using picture clues as to their actual meaning. A systematic approach to writing and the use of writing targets is focusing pupils' efforts into sequencing their ideas into sentences and using the correct punctuation. They are therefore, writing at an appropriate level at this early stage in the year. Pupils' handwriting, however, is not well formed or continuously joined. High attainers do not regularly write for different audiences or choose words for effect. There is a lack of provision and expectation in relation to the high attainers in writing.

10. Due to the effective implementation of the National Numeracy Strategy, good teaching of the basic facts and the use of targets, attainment for most pupils is above expected level for this early stage of the year. Pupils know their number bonds and are confident in their use. They have an understanding of division and multiplication, and the importance of standardised measures. They recognise and name regular two and three-dimensional shapes and collect data to display in bar graphs.

11. Good teaching and the purchase of a commercial scheme have already developed in pupils an understanding that materials can change their form and that tools can mould them into different shapes. Such an understanding is at an appropriate level for this time of the year.

12. Standards in information and communication technology and most other subjects are in line with national expectations due to the quality of teaching, leadership and use of assessment. In physical education, however, it is below. Pupils are not sufficiently co-ordinated to pass a ball. Others are unable to sequence a series of movements to give an imaginative depiction of a boat moving on the sea. Pupils exceed the requirements of the locally agreed syllabus in religious education. They are knowledgeable about Christianity, Sikhism and Hinduism, but are also perceptive in their understanding of the term faith. Since the last inspection, standards have risen in design and technology, art, music and religious education but fallen in physical education.

13. Children in the Foundation Stage⁵ make good progress in all areas of their learning owing to the good teaching provided at this early stage. Their attainment on entry is lower than normally expected for children of their age. It is expected that the majority of children will achieve the early learning goals⁶ although their achievement will not be secure, especially in writing and speaking. In writing, children in reception make good attempts at writing their own name and can explain what they have 'written'. They also have a basic phonic knowledge. In mathematics they understand

⁵ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinctive stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development, and personal, social and emotional development, but they also include knowledge and understanding of the world, physical and creative development.

⁶ Early learning goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection to the six areas of learning in the Foundation Stage. There are many goals for each area of learning, for example, in language and literacy, pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

and are able to use mathematical language such as 'more than' and 'less than'. The majority of children recognise numbers to five and count sets of objects, although not always accurately. The high attaining children are confident with their number bonds to five, and some to 10.

14. Pupils learning English as an additional language make good progress and achieve results similar to other pupils. In the 2001 national tests for seven year olds, 81 per cent of the 55 pupils identified as learning English as an additional language gained Level 2 or above in reading, 92 per cent gained Level 2 or above in writing and 98 per cent achieved Level 2 or above in mathematics. As a significant number of these pupils started school at the very early stage of English acquisition, they have achieved well and sometimes very well.

15. Pupils with special educational needs achieve well. Pupils in the Special Resource Provision make good and sustained progress in their learning. Assessment information is carefully used to identify and target pupils. Over the last few years, the school has succeeded in moving pupils from working at below Level 2 to reaching standards that are broadly in line with the national average. Pupils on the special needs register are generally making good progress. This is demonstrated by the combined results for Levels 2b and 2c shown in the table below.

Results for seven year olds in the national tests for the last three years.

Year	1999				2000				2001			
	towards Level 1	Level 1	Level 2c	Level 2b	towards Level 1	Level 1	Level 2c	Level 2b	towards Level 1	Level 1	Level 2c	Level 2b
Reading	1	17	12	6	5	12	7	12	3	15	12	25
Writing	2	11	29	21	5	9	21	44	4	5	27	48
Maths	2	11	17	17	7	1	12	15	1	5	18	29

All figures are given as percentages

16. Those pupils who the school has identified as gifted or talented, for example in mathematics, make good progress because of the good monitoring and support they receive. Children in the Foundation Stage in reading and mathematics also have opportunities in which they can fulfil their capabilities and achieve well. As yet no pupils have been identified as having a particular talent in writing.

17. This year, for the first time, the school analysed its results from the national tests for seven year olds based on ethnic groups. This analysis identified that there was a difference in test results between the two major ethnic groups in the school. Those of an Indian ethnic background performed well and those of a white United Kingdom heritage underachieved in reading, writing and mathematics. Many of the under-achieving pupils have special educational needs and several started their education at Grange Park in Year 1 or even Year 2. Therefore, they did not benefit from as prolonged a period of good education as those who started in the nursery. The inspection found no significant difference in the performance or work of these two groups. However, the school is continuing to monitor the situation very closely.

Pupils' attitudes, values and personal development

18. Pupils' attitudes to the school and relationships with each other and adults are very good. These, together with their good behaviour and personal development, are strengths of the school and make a significant contribution attainment and progress.

This conclusion shows an improvement since the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school. Nevertheless, the overall attendance of pupils is very poor and has deteriorated since the last inspection.

19. Throughout the school, pupils' attitudes towards learning are very good. This includes those of pupils with special educational needs and those learning English as an additional language. They are especially keen to come to school. Each morning they wait in the playground for the doors to open and move quickly and calmly to their classrooms, enabling registration to take place promptly. They often concentrate well. For example, during a literacy lesson, Year 2 pupils became very animated talking about their day but still listened very attentively to their classmates. In most classes, pupils settle quickly to individual or group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. Year 1 pupils settled immediately to working in pairs and held a sensible discussion during a personal, social and health education lesson about what helps people to grow. The teacher's warm and enthusiastic approach during a different Year 2 literacy lesson on 'The Rainbow Fish' ensured that all the pupils continued to pay attention.

20. Pupils behave well in the classroom, at play and during lunch times. They are well mannered, polite to adults and welcoming to visitors. They move around the school in an orderly way. They wait patiently for other pupils when going to and from their rooms at the beginning and end of assemblies. They show respect for property. For example, Year 1 pupils took care when changing their books in the library and Year 2 pupils took great care of the instruments during a music lesson. While most pupils behave very well, the behaviour difficulties of a very few individual pupils were observed in some lessons. Staff worked hard and successfully ensured that the learning of others was unaffected. Both parents and pupils are certain that there is no bullying or racism. Nevertheless, the school has appropriate procedures to deal with aggressive behaviour were it to occur. There were no permanent exclusions from the school in the year before the inspection, and only one fixed term exclusion.

21. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In classrooms, pupils work together well in groups. This was seen in a Year 1 art lesson making self-portraits and in a Year 2 science lesson sorting natural and manufactured materials. Pupils in the special needs unit have respect for the teacher, listening to her and following her guidance when comparing high and low notes in a music lesson. In a Year 2 geography lesson about transport, the relaxed relationships and laughter helped to reinforce the learning process. At this very early stage of the year, reception class pupils still call out but are learning to take turns and listen to each other. In the nursery, although there is still little interaction between them, pupils respect each other's space and do not grab toys or equipment from others.

22. The pupils' personal development is good. In a literacy hour, Year 1 pupils showed they had respect for their teacher's decisions and did not grumble if they were not selected to take part in the telling of a story. A Year 2 pupil, given a reward for effort, asked it to be given to all the people in his group. The story of Guru Nanak giving money to a needy holy man led Year 1 pupils to recognise that that it is wise and kind to help pupils who have hurt themselves in the playground. They are starting to show respect for the values of others. This was apparent during a Year 1 religious education lesson when they treated with great care the articles associated with Sikhism. Pupils respond well to opportunities to take on responsibility. They take on

many tasks, both within the classroom and outside. For example, older pupils help with equipment in assembly and supervise the play boxes at break times. Pupils from all classes, including the nursery, were pleased to be asked to take the registers back to the office.

23. Attendance is very poor and has deteriorated since the last inspection. The levels of attendance in the mainstream school and in the nursery classes last year were below 90 per cent. Many of the pupils are away from school for four weeks or longer, and this seriously limits their attainment and progress. High levels of absence not only affect the attainment of individual pupils, they also affect other pupils, as the teacher has to repeat work to help the absentees catch up. Absences are mainly due to childhood illnesses, though for some pupils the medical problems appear to recur with many odd days taken off. In addition, several holidays taken in term time are longer, and sometimes considerably longer, than two weeks. The level of unauthorised absence is higher than that of most other schools. In part, this occurs because the school does not properly proscribe excessive holidays. Those pupils who do come to school are keen to be there. Any lateness is uncommon and then usually only by a few minutes.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The quality of teaching and learning in the Foundation Stage and in Years 1 and 2 is good, and sometimes very good. As a result, pupils achieve well and sometimes very well, in relation to their prior attainment. The quality of teaching has improved since the last inspection due to the close monitoring of teaching and high levels of staff training. Teaching now meets the needs of all pupils. The good teaching of the basic skills of literacy and numeracy is improving standards.

25. The quality of teaching during the inspection was good overall. Of 67 lessons observed, 77 per cent were good or better, 55 per cent good and 22 per cent very good. Sixteen per cent of lessons were satisfactory and six per cent unsatisfactory. The unsatisfactory lessons were all observed in the teaching of physical education, where teachers' knowledge and confidence are weak. However, considerable improvements have occurred in the quality of teaching since the last inspection. Then, only 21 per cent of lessons were judged good and three per cent very good, while nearly 12 per cent of lessons were less than satisfactory. This improvement is due to the good leadership and management of the headteacher and those staff with specific responsibilities.

26. Overall, teaching is good in the Foundation Stage, and sometimes very good. This is a great improvement since the last inspection when teaching in the nursery was judged unsatisfactory overall. There have been considerable improvements in the planning of pupils' learning experiences and the use of assessment. The quality of teaching for pupils with special educational needs and those learning English as an additional language is generally good and sometimes very good. These pupils are therefore achieving well and are fully included in the life of the school. The vast majority of teaching in English and mathematics is good, and sometimes very good. The good teaching, in nearly all subjects, is having a significant impact on pupils' attitudes to learning and is the main reason why they are achieving so well and standards are improving.

27. Teachers make learning fun and exciting through their own enthusiasm and knowledge of the subjects in the National Curriculum. This is a major reason why pupils like coming to school and enjoy learning. A prime example of this was the music

lesson in a reception class that managed to engage all the children's interest, even though it was the last lesson of the day. Teachers' knowledge and understanding in many subjects are good. The deputy headteacher gave a very good lesson to Year 2 pupils; her very good knowledge, interest and enjoyment in numbers enthused pupils. The willingness of pupils to apply themselves and understand the principle of doubling near numbers made the activity of reinforcing their knowledge of number bonds a successful one. However, in the majority of physical education lessons, the lack of teachers' knowledge and confidence restricted pupils' learning. A few physical education lessons lacked focus or missed opportunities to use display and discussion to help pupils to do better work.

28. The teaching of basic skills is good. Nearly every opportunity, planned or unplanned, is taken to reinforce the basics of language and numbers. On numerous occasions, teachers quickly emphasised the rules of spelling and the use of capital letters, number bonds or sequences. This constant revision of basic skills ensures that pupils have a firm grasp of the knowledge on which they can build. Teachers regularly use computers to reinforce and extend pupils' learning. Computer programs in English and mathematics, for example, reinforce pupils' spellings and number bonds. Many subjects, such as geography, have interactive programs that pupils enjoy using.

29. Teachers' planning is good and sometimes very good, as in most cases it is based on regular and careful assessments of pupils' achievements. The Pupil Profile, record of assessment and written targets for writing and mental mathematics all provide teachers with detailed information from which to plan each pupil's next stage of learning.

30. Questioning in many lessons is a particular strength. Teachers regularly ask questions such as 'How do ...?' 'What is ...?' 'Why do you think ...?' or 'What do you mean ...?' As a result, pupils deepen their understanding by explaining themselves. Teachers are able to recognise very well what pupils firmly understand, and what they need to move on to next. Consequently, activities always build upon previous learning and match pupils' needs. They offer, in most cases, an appropriate balance between challenge and the opportunity to consolidate previous learning. In addition, nearly all lessons have a great purpose or relevance. In mathematics for example, many lessons include aspects of real life problems. In other lessons, very good links are made between different subjects; for example, measuring using standard units of length in a Year 1 science lesson on human growth. However, in physical education lessons, planning was too imprecise and assessment was not well used. Activities and sometimes the pace of lessons did not match the needs of pupils who, as a result, did not achieve well.

31. Teachers' expectations are high in terms of work and behaviour. The school ethos of hard work is evident in many classrooms. Parents support the view that the school develops positive attitudes towards work in their children. Pupils therefore constantly acquire new skills, apply their knowledge and deepen their understanding. Behaviour in lessons is good, and sometimes very good. It is the expected norm and rarely needs to be reinforced. Teachers apply the school rules in a constant fashion so that pupils know exactly what they should do and what will happen if they do not. The peaceful and purposeful nature of classrooms allows pupils to be productive and conscientious in their work. On the rare occasion when pupils become restless, teachers use their skills admirably to quietly, firmly and very quickly restore calm and purpose to the classroom. Relationships in the school are very good. They underpin the very good behaviour that leads to harmonious and purposeful lessons that pupils enjoy and in which they feel confident to ask for help. A positive aspect of this is that pupils try their best, not only for their own benefit but also to please their teachers.

32. Teachers use a wide range of strategies to meet the needs of all pupils. This is often highlighted in their planning, especially in mathematics. Different activities are prepared to meet the specific needs of different groups of pupils so that appropriate levels of challenge and reinforcement are offered. Weekly planning sheets are used throughout the school ensure that teachers always identify the needs of pupils learning English as an additional language and those with special educational needs. Such needs are therefore well met so that both groups of pupils learn well. Resources and materials are chosen with care to capture pupils' imagination and reinforce specific points. For example, a Year 2 English lesson used the book, 'Owl Babies', very well to provide a very good introduction to writing a diary, and also to the letter 'e' and the different sounds that it can make. In Year 1, a painting by Van Gogh was used well to demonstrate the qualities of a good self-portrait, before the pupils' own creative efforts began. Teachers organise pupils in a variety of ways so that they experience problem solving, discussion, and practical work in pairs, small groups, and whole-class situations. Some of the very good lessons combined all these elements, and this made an important contribution to pupils' personal and social development. Pupil demonstrations and evaluations in art and music, and in the good physical education lessons encouraged pupils to reflect on the skills and energy required for success, thus focusing their own energies more directly.

33. Time and resources are used well in many lessons. Lessons are well prepared and the range of activities, resources, and groupings ensures that lessons have a lively pace. There is little opportunity for daydreaming. As teachers give clear and precise instructions, pupils know exactly what is expected of them and always move quickly to task. Learning is frequently monitored by teachers, who give pupils clear, timed expectations of what they have to achieve. The use of well-briefed support staff is good and sometimes very good. They are usually involved in planning and provide feedback to the teacher about individual pupils' performances so that learning is carefully monitored and supported. They are well trained and experienced and are a great asset to the school. Because of this and the good individual and group targets, pupils learning English as an additional language and those with special educational needs learn well and are successfully integrated and included in the school.

34. Homework is based on six-week plans that are also sent home to parents. This informs them of the work that the teacher expects their child undertake as well as suggestions of how parents may support this learning. Activities are closely related to class work. There is also regular number work related to a pupil's mental mathematics targets, as well as daily reading. Most pupils take home three reading books from their class and school library. The amount of homework provided is appropriate to the age and needs of the pupils.

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

35. The school provides a curriculum that is broad and balanced and meets statutory requirements. The school has successfully addressed the concerns raised in the last report about curricular opportunities. The planning and range of nearly all the activities are now satisfactory.

36. The school has carefully assessed its curriculum since the last report. It has reviewed some but not all of its policies and most of its schemes. In many instances, the school now makes good use of published national guidance for its schemes of work. This

ensures greater continuity and consistency of experience across the year groups. Development priorities in many subjects seek ways of making these schemes more specific to the school. Class teachers plan together and this has ensured that parallel classes cover the same work. The subject co-ordinators monitor plans and there are clear learning objectives for weekly activities. Appropriate time allocations are given to most subjects to allow for their development. The extra time devoted to the teaching of English is appropriate for increasing the rate of learning of all pupils. There is particular emphasis on the development of pupils' literacy and numeracy skills. This makes the curriculum particularly relevant to the needs of most, whose attainment on entry is below nationally expected levels, especially in English. However, less time is spent on the teaching of science than in most other schools and this contributes to the below average attainment. The school implements the literacy and numeracy strategies successfully and plans work carefully. As a result, pupils' attainment in reading and writing has improved. The use of numeracy and particularly literacy skills in other subjects is good. For example, pupils use measurement extensively in science. The development of skills in reading, and speaking and listening is good in subjects such as geography and religious education. There is, however, insufficient attention given to the specific language demands of science. The introduction of the numeracy hour has had a marked effect on pupils' attainment in mathematics, which is now better than average. The numeracy strategy is meeting the needs of all pupils, but the implementation of the National Literacy Strategy is not yet meeting the needs of the high attaining pupils in writing. Its impact has not, therefore, been as great as that of the Numeracy Strategy. The use of information and communication technology is good. Its use in English and mathematics, in particular, helps strengthen pupils' grasp of many of the basic facts of both subjects. The range of curricular activities provided by the school is good. Appropriate support and resources are provided for the needs of all pupils, particularly those with special educational needs and those for whom English is an additional language. Pupils who are on the register for special educational needs, and pupils who are learning English as an additional language, have written targets. As these are reviewed very regularly and are used in teachers' planning, pupil needs are always being met and monitored. This is a good improvement since the last inspection, when shortcomings in this area made it a key issue.

37. The school effectively plans its curriculum for children in the nursery and reception classes, in line with national guidance for the age group. This too was a key issue at the last inspection. The school has made good progress and addressed the issue to the best of its ability. All areas of the curriculum have enough emphasis, with the exception of the outdoor curriculum in reception classes. A particular focus on the development of the children's language and social skills has a positive impact on their progress. Good support for the children having English as an additional language enables most of them to achieve expected levels by the age of five. Although the school makes the best possible use of the 'quad' to ensure pupils' physical development is good, reception classes do not have continuous easy access to a suitable outdoor area. As a result, the range of opportunities in this area of learning is slightly limited.

38. As observed during the previous inspection, arrangements for extra-curricular activities are unsatisfactory and limit the opportunities for pupils to benefit from extensions to the mainstream curriculum. Pupils gain from visits around the local area; for example, to look at housing and shops as part of history and geography lessons. The school is considering using its new computer suite to provide a computer club, and having a support assistant run a literacy session at lunchtime. Nevertheless, the school does not currently run any clubs at lunchtime or after school. There are also no opportunities to participate in sports and games with other schools or to learn to play a musical instrument. Links with the junior school do not extend to older pupils coming to work with younger pupils in the infant school at lunchtimes.

39. The school makes good provision for pupils' equal access to, and opportunities within the curriculum. An in-depth review of its provision, along with the review of its policy, ensures that the ethos of the school actively respects individual religious and cultural differences. The school carefully monitors the progress of all groups of pupils, for example those from different ethnic groups, in order to ensure that it addresses any variations in achievement. Already, monitoring has identified the underachievement of high attainers in writing, while also acknowledging the success of most pupils learning English as an additional language. Pupils with special educational needs are fully involved with the life of the school, and make good progress. The school quickly identifies their particular needs, and the teachers work hard to ensure that all pupils have equal access to the whole curriculum. There is good liaison with the Special Resource Provision within the school, which integrates some of its pupils well into other classes when appropriate. Even though the school uses more informal methods of identifying, supporting and monitoring its gifted and talented pupils, it has had some success in providing for them so that they can also achieve their best. The school takes many active steps to break down barriers to learning and follows well the principles and practices of inclusion.

40. The individual education plans for pupils with special educational needs, including those in the Special Resourced Provision, identify specific targets, particularly in language and literacy. Pupils are supported either individually or in small groups within the classroom. Teaching assistants are well organised and very effective. Support staff have access to training. Individual education plans are reviewed and set at least once a term and, in most cases, every half term. The school ensures that those pupils with statements of special needs have their requirements fully met. There is a clear focus on raising attainment. Success in raising the achievement of pupils with special educational needs is reflected in the reduction in the percentage of pupils achieving below Level 2 results in the national tests for seven year olds.

41. The provision for pupils' personal, social and health development is good and has improved since the time of the previous inspection. The headteacher is the co-ordinator and has a good understanding of the various areas that should be taught. The scheme of work provides for the good development of aspects such as attitudes, citizenship, health and relationships for all year groups. Teachers have a very good understanding of the use of circle time⁷. For example, pupils in both Year 1 and Year 2 classes were seen to respond with an extraordinary degree of maturity when asked to go into pairs to discuss a particular point during the lesson. Sex education and drugs awareness are planned at appropriate stages during pupils' time in the school. Health and safety education also features in the teaching of subjects such as science and design and technology and in most physical education lessons.

42. The links with the wider community make a satisfactory contribution to pupils' learning. Visitors include the librarian, theatre groups for design and technology and interactive workshops for science and history. A parent and toddler club uses a classroom one morning a week and is run by one of the governors. The local health authority is to work in the school with parents and pupils in a clinic on healthy eating. Speakers and collections for charity help pupils gain an understanding of the wider community, while parents come to talk about their past and their cultures.

⁷ During circle time, pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease, free from any form of interference or interruption from other children

43. The contacts with other educational institutions are good. The links with the junior school, in the same building, result in pupils having few problems moving up through the school from Year 2. Particular pupils also benefit from staff contacts with a local special needs nursery and a special school for pupils with behaviour difficulties, which are both good. There are very good links with the specialist support provided from the local education authority for pupils learning English as an additional language. There are also good links with initial teacher training colleges. Some ten or twelve trainee teachers visit the school during the year as part of their training.

44. The overall provision for the pupils' spiritual, moral, social, and cultural development is good. It has steadily improved since the last inspection, when it was judged satisfactory.

45. Spiritual provision in the school is good. Acts of collective worship take place on a daily basis and all pupils attend, including those in the Foundation Stage and the Special Resourced Provision. Darkened, candle lit assemblies create very good opportunities for reflection and prayer in a strong spiritual atmosphere. Each Friday, pupils celebrate the success of their friends. The youngest pupils show awe and wonder when receiving certificates for their work and helpfulness in front of the entire school. They also gasp with amazement in class when being taught about the wonders of nature. The planned curriculum, particularly religious education, adds considerably to pupils' spiritual development. Pupils understand that religion is about faith and belief. A young Sikh pupil wrote after a family pilgrimage to the Golden Temple, 'This is the most important place because it is where I pray.'

46. The provision for moral development in the school is also good. Moral themes often feature in assemblies. During the inspection week, the headteacher gently emphasised friendship in her retelling of the story about the cheetah and the hippopotamus. The idea that friendship exists, even between apparent opposites, was an important lesson for pupils to learn. Such learning underpins the lack of racial tensions within the school. At the beginning of the year, the headteacher and all staff make clear the purpose of the school rules. In the classrooms, rules are negotiated and discussed so pupils quickly develop an understanding of right and wrong and that actions can have both good and bad consequences. Many subjects add to the good moral development, but none so much as religious education. After a lesson on the life of Guru Nanak, two pupils said, whilst in the playground, that they were looking for good things to do, 'like Guru Nanak.' The school's recently adopted behaviour policy, with its clear list of rewards and sanctions, underpins the moral development of all pupils from the nursery to Year 2.

47. Social provision is very good. It draws together and reflects all the ideals expressed by the school; pupils work and play peaceably together. This demonstrates good improvement since the last inspection, when it was judged satisfactory. All staff provides very good role models and there is a mutual respect between all who work in the school. This helps foster harmonious relationships and the peaceful atmosphere that is so productive to learning. All staff take an active role in teaching social skills. In the nursery, the nursery nurse led a group of pupils in a hoop game, providing an example of why pupils' social development in the Foundation Stage is so good. At playtimes, staff actively encourage pupils to play well together by teaching them playground games or activities. Teachers offer pupils many opportunities for social development through collaborative learning situations in the classrooms. Pupils are always encouraged to be attentive and polite when listening to others speak. In pairs and small workgroups, emphasis is placed upon sharing. By taking turns, pupils appreciate not only the skills necessary for good relationships but also that they all benefit from the lesson.

48. The provision for cultural development is satisfactory, as it was at the last inspection. Its strength lies in the fact that many subjects provide pupils, irrespective of their age, ability or ethnic background, with a fuller understanding of the world around them. The study of world faiths in religious education makes them appreciate others' practices and beliefs. Along the corridors there are very good displays of stories of Aboriginal and African origins. In history, pupils learn about important people and leaders, such as Ghandi. In geography, they learn how people, such as the St. Lucian's live. In music, there is a good supply of instruments from different cultures and in art many renowned artists, such as Matisse, Seurat, Miro and Lowry, are studied and stimulate pupils' ideas. Mathematics is one subject that does not fully exploit all the multicultural aspects of its origins to make pupils aware of the wide range of cultural traditions it embodies. Resources, especially fiction books and dual language books, have been purchased to reflect cultural diversity. This is also found in some of the displays around the school. Nevertheless, given the great linguistic diversity of pupils at the school, the celebration of this and the cultural diversity of modern day Britain is not strongly reflected.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. Staff show appropriate concern for the needs of all pupils and act as good role models to encourage their development. This conclusion reflects an improvement since the last inspection. Parents are pleased with the level of support in the school. They see it as a caring community where staff are approachable if there are any problems. The comprehensive systems for assessing, monitoring and supporting pupils' personal and academic development are good. They have steadily improved since the last inspection and are instrumental in raising standards. However, procedures for monitoring and improving attendance are unsatisfactory.

50. Overall, the school has satisfactory procedures for ensuring pupils' well being. Arrangements for child protection are good. The headteacher is the designated officer for child protection and the school follows local procedures. Teachers, support assistants and midday supervisors know, from meetings and the staff handbook, how to deal with any situations that may arise and whom to report to in the school if necessary.

51. The provision for first aid is also good and includes a trained welfare assistant and other qualified staff. The school keeps records of any treatment and sends letters home to parents as appropriate. In addition to frequent checks by the headteacher and premises staff, the governors are actively involved in touring the school to identify any potential hazards. The school follows the local education authority guidelines and uses contractors to check specialist equipment and survey the condition of the building. It has a good system to enable staff to notify the caretakers, in writing, of any problems they encounter around the school. Nevertheless, the school has not yet carried out a whole-school health and safety risk assessment, though it intends doing so in the near future.

52. Teachers know all their pupils very well, including their academic, intellectual, physical and emotional needs. The quality of teachers' support greatly assists pupils' academic and personal development. In the nursery, as in all classes, assessment is a natural part of teaching and learning. For the youngest children in the school, regular observations and staff discussions ensure all the needs are met and that children make good progress. In the reception class, a commercial baseline assessment provides the school with standardised information that is rigorously and frequently used to allocate resources and plan future work. By undertaking the test twice a year, the school accurately measures the good progress that children make.

53. The school has good practices to identify how well pupils are progressing in all areas of the curriculum, particularly in English and mathematics. Assessment procedures embodied in the yearly assessment timetable demand that teachers reflect on how well pupils are doing in all areas of the curriculum on a regular basis; whether it is target setting in the autumn term or regular half term reviews for many areas of learning. Pupils have their own writing targets and mental mathematics targets. The success of these in encouraging and challenging pupils to greater success is seen in the steady improvement of results in the national tests, especially in mathematics. There are numerical targets for individuals and whole year groups to measure school effectiveness. Each pupil has a Pupil Profile and an Assessment Profile that cover each subject of the National Curriculum. The regular monitoring of pupils' achievement against key objectives allows further targets to be set for their future learning. Teachers are therefore very aware of pupils' needs in the next stage of their learning and plan activities accordingly. These detailed systems and the school's very caring and welcoming attitude ensure that the many pupils who start school at a time other than the beginning of the school year settle well. They are quickly provided with all the necessary support so that they are happy and learn well. Current assessment practices produce a wealth of information, most of which is recorded on paper. It is an effective but burdensome system. The soon to be completed computer training will provide the staff with the skills to use ICT more effectively in assessment, reporting and recording.

54. From the detailed analysis of pupil performance, specific groups of pupils are clearly identified and supported. Pupils learning English as an additional language and those with special educational needs benefit enormously from well-written individual and group targets that are reviewed on a six-week cycle. There are good systems for monitoring and reviewing the progress of both these groups of pupils, including those with statements. Pupils with special educational needs and those learning English as an additional language benefit from the strong links the school has with outside agencies. The co-ordinators and class teachers keep careful records of pupils' needs, how they are met, and the progress that they make. The needs of both groups of pupils are regularly addressed in teachers' planning for all subjects. Provision for these pupils is well managed by their co-ordinators, who carefully monitor the progress against identified targets. The school ensures that those pupils with statements have their provision requirements fully met. Through a more informal system, gifted and talented pupils are identified and given appropriate support, as in the case of a Year 2 pupil who gained a Level 4 in mathematics last year.

55. The analysis of what pupils do well and how they might improve has resulted in modification of the curriculum. This is a significant improvement on the last inspection, when the assessment process was not adequately used in this way. For example, assessments undertaken in the nursery identified speaking and listening as a particular concern and appropriate strategies were put in place to support pupils' development in this area. Similarly, the analysis of the answers to the individual questions in the national tests for seven year olds in 2000 identified the continuing weakness in pupils' achievements in reading and in shape, space and measurement in mathematics. The school responded appropriately by buying a greater range of reading material and by placing greater emphasis on the teaching of those aspects of mathematics. The regular reviewing of pupils' intellectual and emotional development is a significant reason for the successful integration of pupils from the Special Resourced Provision.

56. Pupils' achievements and progress in their personal and academic development are acknowledged in the annual reports to parents. Many of these demonstrate teachers' good understanding of all aspects of pupil development. In line with the school's marking policy, pupils are given regular and often immediate feedback on their work and areas for improvement. Stickers and other materials are used to support and encourage pupils'

learning, and their success is more publicly celebrated during each Friday morning assembly. Pupils' individual needs are discussed regularly with parents at the three consultation meetings held each year or, in more urgent cases, through informal meetings with the class teacher or by appointment with the headteacher.

57. Good systems enable the school to monitor its pupils closely by ethnic group, gender, age and language. The identification of and support for pupils learning English as an additional language or who have special educational needs are well integrated into the whole school policy and practice. Such careful analysis of the strengths and weaknesses of these pupils ensures that the focused support of a specialist teacher and the efforts and planning of teachers and classroom assistants meet the needs of this group of pupils so that they all learn well and are fully included. Evidence of the possible underachievement of pupils from a white United Kingdom background is leading to a much closer level of monitoring and support for this group.

58. The procedures for promoting discipline, good behaviour, and eliminating oppressive behaviour are all very good and have improved since the last inspection. The consistency with which they are thoroughly applied by all adults in the school make them highly effective. The behaviour policy was developed recently, in response to the concerns of parents about playground behaviour. It has a very good balance of rewards and sanctions, with good examples of how praise can be used effectively. Sanctions are few, with the emphasis on how to manage inappropriate behaviour. At the beginning of the year, teachers help their pupils to devise classroom rules. During circle time and in assemblies, teachers and the headteacher discuss friendship, co-operation and showing respect. Teachers and other staff generally adopt a consistent approach to dealing with pupils. Staff reward good behaviour and attitudes by giving out certificates, stickers and stars. In lessons, the inspectors saw good instances of teachers ensuring that pupils understand how to behave. The midday supervisors support the whole-school approach, recording any incidents that may occur in the playground and referring them to the class teacher. Those pupils who have particular problems with their behaviour are given good support based on the behaviour component of individual education plans. Pupils and parents cannot recall any instances of bullying and the behaviour policy provides clear guidance on dealing with any persistent aggressive behaviour.

59. Overall, the procedures for monitoring and improving attendance are unsatisfactory and absence limits the progress of some pupils. However, the school's approach does have some good features. For example, school newsletters remind parents of the need for regular attendance and the importance of arriving on time. The school monitors the attendance of individual pupils and sends letters to parents, as necessary. Parents are invited to see the headteacher when the level of absence is particularly high. The Administrator also produces regular analyses from the computerised record system introduced last year to monitor the monthly level of attendance. Nevertheless, the school has not set targets for improvement for each class and is not yet producing cumulative totals. The education welfare service visits the school twice a term and is prepared to follow up on any families identified by the school. They are also prepared to refer families to the local health service if medical absence is high. However, in recent months the school has referred few families to the welfare service. The procedures recording lateness have improved since the last inspection. Punctuality is now monitored more consistently, with a late book to record pupils who arrive more than a few minutes after the start of the day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are pleased with all that the school does. The inspection team supports all of their positive comments. These are generally similar to those made at the time of the last inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school, and make progress because of the level of support they receive. The pupils are well behaved and the school expects them to work hard and helps them to become mature and responsible. Parents feel comfortable approaching the school with any questions. Some parents consider that the school does not provide the right amount of work to do at home, though the inspectors conclude that the provision of homework is satisfactory. A few parents stated that they were not well informed about how their child is progressing. However, the inspectors found that the school provides good opportunities for parents to meet teachers and that the school encourages parents to become involved. There were also a few comments expressing concern about the range of activities outside lessons. The inspection team agrees that the lack of clubs and other activities at lunchtime and after school is unsatisfactory.

61. The school has established good, effective links with parents. The information provided to parents is good, and is more extensive than at the time of the last inspection. At times, this is translated into a range of community languages but there is scope for more translations to be provided. The headteacher sends newsletters to parents two or three times a term. They outline the various activities that the pupils are involved in and provide general administrative information. They also include important information about assessment procedures, the need for good attendance and how to help at home. Every six weeks, class teachers send details of what they will be teaching their pupils. Other letters refer to matters that are more specific. Every afternoon provides a very good opportunity for parents to see teachers when they send the classes into the playground for parents to collect their children. There are good systems for inducting new children and their parents into the nursery and reception. The inspectors heard many conversations taking place and it is very apparent that parents feel very comfortable talking with staff. Formal meetings with teachers for parents to discuss their children's progress take place each term, with a choice of afternoon or evening appointments. Parents of pupils with special educational needs are appropriately involved in the setting and review of the individual education plans. The school works hard to maintain close links with parents and carers whose children have special educational needs. The annual report on progress is sent home in the summer term. The quality of this report varies between classes. Generally, it provides an appropriate summary for each subject of what the pupils know and can do. However, in a few classes, the report contains no targets for improvement and some subjects refer only to what the pupil has experienced rather than offering an evaluation of their achievements.

62. Parents' involvement with the school makes a satisfactory contribution to its work and the attainment of the pupils. The positive attitudes of the pupils reflect the extent to which parents encourage their children to respect school and the education process. Nearly all parents come to the formal meetings with the teachers each term and to the birthday and Christmas assemblies. Comments from parents led to the production of the recently established behaviour policy. Nevertheless, only small numbers of parents came to the open afternoons last year to hear about the school's approach to teaching in the classroom and the setting of homework. The school will be holding further meetings this term. Written material sent to parents includes a new reading booklet on how to help their child read at home; aspects of this are translated into a range of community languages. In its preparation for the new school improvement plan, the school will be sending out a questionnaire to parents to obtain their views. The parent-staff association is currently not active but a small group of parents supports fund-raising events. Only a few parents come to help in the classroom on a regular basis, though many more are willing to help on trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are good. They have improved significantly since the last inspection when they were identified as a serious weakness. The headteacher and senior staff provide good leadership. They have succeeded in taking the school out of serious weakness by detailed monitoring, evaluation and diagnosis of the school's strengths and weaknesses. Although the governing body has the systems to monitor the school's performance and improvements, it does not do so as thoroughly as it could. The school makes good use of the resources available to it, successfully targeting specific groups of pupils and providing plentiful, stimulating resources and a spacious learning environment. The school makes good use of the principles of best value to ensure that it provides good value for money; again an improvement on the last inspection, when value for money was judged unsatisfactory.

64. The very good leadership provided by the headteacher since her appointment has been instrumental in driving the pace of school improvement. Over the last four terms, this has been good. However, improvements since the last inspection are only satisfactory as there are some issues, such as the role of the governing body and the raising of standards in writing and science that have not been fully resolved. The most significant contribution made by the headteacher is the creation of a senior management team that shares her clear sense of purpose and direction. This team, although still in its infancy and not fully complete, is effective in supporting school improvement. The contribution of the deputy head has also been significant in the team. The current success of the school is built upon a spirit of support and trust, balanced with good delegation. All staff, irrespective of whether they have any specific responsibility, know that their efforts are important and will be valued. Those with specific responsibilities contribute to school improvement through individual development plans and the commitment required to raise standards.

65. The management of the provision for pupils with special educational needs is very good. Through very well maintained records, high quality support is provided for all pupils with learning or behavioural difficulties. Leadership is very good and the co-ordinator provides a very good role model for the teaching of pupils with special educational needs. The inclusion of the co-ordinator on the senior management team ensures that the needs of the pupils on the special needs register have a high profile. The continuous monitoring and evaluation of pupils' needs and consideration of how best to support them means that the provision is a dynamic one, continually seeking the best solutions for the pupils. The school is aware of the changes that the revised code of practice will make next year. The governor with responsibility for special educational needs visits the co-ordinator informally, and sometimes formally. She then reports to the full governing body.

66. Although there is no co-ordinator for the Foundation Stage, it is intended that the role will soon be filled. Currently, a team of adults who work very well together and who, as a group, provide mutual support and a clear sense of direction and purpose co-ordinates this stage. The co-ordinator for pupils learning English as an additional language is new to both the post and the school this term. However, she has inherited a well-managed area that is closely supervised by the headteacher. The management tools of assessment are firmly in place and aspects of monitoring provide insights into the quality of teaching and learning. The governor who has responsibility for pupils with English as an additional language does not have enough involvement in monitoring their provision in order to help strengthen work in this area.

67. The school's aims have an appropriate balance between a commitment to high attainment for all pupils, and the creation of a secure and caring environment in which spiritual, moral, social and cultural development can be fully addressed. The high quality of relationships, good behaviour and academic achievement demonstrate the commitment of pupils, staff, governors and parents to these aims.

68. The well-intentioned and supportive governing body has, since the last inspection, established systems by which it can monitor school effectiveness. The committee structure is logical and well organised. The governors use several monitoring approaches. These include written and verbal reports from the headteacher and staff, published statistical information and their own direct observations. However, given the recent appointment of many of the governors and the low attendance rate at many governors' meetings, they have yet to fulfil their statutory duties and responsibilities by accounting for the performance and improvement of the school. The governors are very reliant on information provided by the headteacher in forming their views of the school. Although this information is detailed, governors do not have an independent or very perceptive view of the school's strengths and weaknesses. It is therefore difficult for governors to act as 'critical friends' to the school.

69. The senior management team and the respective subject co-ordinators directly observe teaching of most subjects, with particular emphasis placed on English and mathematics. In the majority of cases, the monitoring of the quality of teaching is focused and rigorous and is important in developing and supporting established teachers and those new to the school. Although governors are involved on occasion, it mainly involves the monitoring by teachers of each other. This is a considerable improvement since the last inspection, when the monitoring of teaching was a Key Issue for action. On a few occasions, however, the monitoring and the developmental feedback lack the clarity required to greatly influence the quality of teaching and learning.

70. The senior management team and all co-ordinators regularly undertake intensive monitoring of planning and assessment records. This helps to identify any underachievement by particular groups of pupils, and areas of the school needing to be targeted for continued improvement, such as reading. The current school improvement plan has reached its natural end and the new plan is to be written after a thorough review and completion of the current inspection. The headteacher has a very good understanding of the action plan structure and the central importance of clear success criteria and appropriate methods of evaluation. The foundations of a good improvement plan are therefore already in place. Full consultation with all interested parties in the school, including parents, is planned and it is expected that the committees of the governing body will evaluate the whole improvement plan. The current action plan is comprehensive in scope; soundly structured; has appropriate priorities, and is understood by all. The school's freedom now from serious weaknesses is testimony to its appropriateness and near successful completion. Securing school improvement through a School Development Plan was a Key Issue for Action in the last report and has been fully addressed. With strong leadership and effective management in place, and with nearly all the key issues from the previous report thoroughly addressed, the school is well placed to continue to improve standards.

71. The school's system for performance management is aimed at improving the quality of teaching and learning. It provides the school with a range of strategies for the monitoring and evaluation of the overall performance and development of staff. Central to this are the tightly focused lesson observations and carefully negotiated targets that meet the needs of the individual teacher and the school. For example, the emphasis placed on the development of reading in many teachers' targets has been central to the continued improvement in the reading of lower attaining pupils. The provision of good staff training

also supports school improvement. All staff attend in-service training, much of which is provided by the headteacher. This is of a high quality and appropriate to the needs of the school. Her school sessions on target setting are instrumental in raising the quality of teaching and learning.

72. Support for newly qualified teachers, and the many initial teacher training students that visit the school, is many-sided and affords them very good opportunities to settle confidently into their new careers. They know that their experienced colleagues are always available to share their expertise whenever information or assistance is sought. The new teachers feel welcome and appreciated as members of a good, successful team.

73. The match of teachers and support staff to the demands of the curriculum is good. This enables the school to maintain small numbers of pupils in Year 1 classes. The good teacher pupil ratio of 1:20 in this year group means that all pupils benefit from close supervision and is a major reason why pupils make good and sometimes very good progress. There is also an abundance of well-trained and experienced support staff. The number of hours available to support pupils is above average and an improvement on the last inspection. Their focused deployment not only ensures that all pupils participate fully in the whole curriculum, but that the particular needs of those learning English as an additional language and of those with special educational needs are met and pupils make good progress. Support staff and mid-day supervisors have received training on how to successfully meet the challenge of working with a very diverse group of pupils. The mid-day supervisors also have very clear roles and maintain the good order that is found throughout the school.

74. Accommodation in the school is good. The classrooms are large, light and airy, and the displays enhance the learning environment so that pupils want to come to school and learn. The hall is large and gives pupils good opportunities for movement in physical education. The new library is central to the school and easily accessible to all classes; it is regularly used. The school also has the benefit of a large playground and a grassed area, giving plenty of space for energetic and fun activities. The outdoor area for children in the nursery is good. Easy access allows for its continuous use, and is instrumental in promoting pupils' physical development. However, children in reception are less fortunate. Their area is less accessible and does not allow for the continuous free choice of indoor or outdoor activities. Although the 'quad' area is rather drab and uninviting, the school is making the most of its use. Under the advice of the local education authority, the school provides planned and well supervised outdoor play sessions, where pupils are able to build upon the good progress they made in the nursery.

75. The good range of learning resources in nearly all subjects promotes good opportunities for learning. In physical education and mathematics the resources are plentiful, allowing all pupils to participate fully in all parts of the lesson. The recent purchase of many well-designed materials and resources provides a focus point for many lessons and helps capture pupils' imaginations and their desire to learn. A good range of books in the library includes dual language editions. All pupils have access to these books and regularly visit the library to take books they choose. In doing so, both their reading skills and their pleasure in reading are developed. Currently, there are adequate numbers of computers to meet pupils' needs. The imminent opening of the new information and communication suite will greatly enhance the hardware provision and therefore the learning experience of all pupils.

76. Good use is made of computer-based management systems to ease the bureaucratic burden common to schools. For example, the school has programmes to assist in the writing of pupils' individual education plans. Further staff training on this and

the use of spreadsheets to support assessment is planned. Computers are already used to record and monitor attendance. However, the school, and particularly the headteacher, still finds the repeated requests for similar or identical information from different local and central government agencies time consuming.

77. The school makes very good use of funds allocated for special purposes. Money from the Ethnic Minority Achievement Grant and funds for pupils with special educational needs are well spent on the team of staff that support these groups, including those in the Special Resourced Provision. This makes a significant contribution to pupils' full inclusion into the life of the school, as well as their good achievement.

78. The school makes appropriate arrangements to ensure that financial decisions relate directly to the overall priorities of the school. For example, reducing class sizes and developing use of the computer suite relate closely to the overall aims of the school. Initiatives, such as improving the resources of the school, increasing numbers of support staff and buying additional reading books to supplement the existing scheme, have led to improvements in the standards attained by pupils. There are sound arrangements to administer the day-to-day running of school finances. The school applies the principles of 'best value' appropriately in most areas, such as gaining the best price for supplies or minor building work. Other funds are targeted carefully. For example, staff computer training is being undertaken by distance learning rather than more expensive face-to-face tuition. The school spends a higher proportion of its income on staff development than schools of a similar type. The benefit of this is the quality of teaching at the school and the good knowledge and understanding that most staff have of the subjects of the National Curriculum and Foundation Stage. The best value principle of consultation is not as well implemented. Consultation does take place, although it tends to rely more on informal discussion with others than on the systematic gathering of views. The financial systems are effectively organised and no significant points were raised in the last auditors' report. The school uses computers to administer the budget, and this is regularly monitored by the headteacher, the Administrator and the Chair of Finance, all of whom receive regular written updates.

79. The quality of teaching and leadership is good. Consequently, pupils achieve well and standards are improving, both academically and in personal development. Costs per pupil are average. Therefore, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. To raise standards further the headteacher, school governors and all staff need to ensure that the following action takes place:

- As detailed in the school improvement plan, raise the achievement of the more able in writing by:
 - * Providing more frequent opportunities for writing.
 - * Further extending the scope of pupils' vocabulary.
 - * Improving the quality of handwriting.

- As detailed in the school improvement plan, further improve the rate of learning in science by:
 - * Detailed and balanced coverage of all aspects of the science curriculum.
 - * Teaching the appropriate vocabulary.
 - * Increasing the amount of time devoted to the teaching of science.

- Raise standards and the quality of teaching in physical education by improving staff knowledge and confidence.

- Take further measures to improve attendance, so that pupils' progress and attainment are no longer compromised. In particular, the school should develop the current initiatives to:
 - * Set specific, measurable, achievable goals and deadlines for improvement in each class.
 - * Establish a new sense of urgency about this issue amongst pupils, staff and parents.
 - * Ensure outside agencies are fully involved with all pupils' families wherever regular attendance is an issue.

- Strengthen the role of the governing body by involving all governors in:
 - * Developing their role as critical friends.
 - * Establishing their own systems of evaluation in order to support the school in its development.
 - * Regularly reviewing the strategic development of the school and contributing fully to its development planning.

81. In addition to the key issues above, the following less important areas for development should be considered for inclusion in the action plan:

- The provision for extra-curricular activities.

- Ensure that a person fully trained in this area regularly carries out the health and safety risk assessments.

SPECIAL RESOURCED PROVISION.

82. The Special Resourced Provision is a strength of the school. It is very effective in meeting the needs of its pupils of the six pupils who attend the unit and who make good, and sometimes very good, progress. For example, one pupil has made such good progress that he now spends eighty-five per cent of his time included in a Year 2 class.

83. Most pupils in the unit have good attitudes to learning and behave well. In a mathematics lesson observed, pupils responded well to the use of a tambourine to support the activity. They listened carefully to determine which number had been tapped out. They showed respect to each other, taking turns sensibly and listening quietly while their classmates identified the required number using positional language. They are able to sustain concentration and if someone makes a mistake, they wait patiently whilst it is resolved. In a physical education lesson observed, which was linked to work in English on the book, *'We're going on a Bear hunt'*; pupils improved their skills of going under and over apparatus, whilst reinforcing their understanding of language. Pupils show that their understanding and their confidence are developing.

84. The quality of teaching is good and sometimes very good. The teacher involves support staff in the planning of sessions. An effective team of adults is developed that focuses on maximising pupils' learning in every situation. Lessons are very carefully planned, with clear learning objectives that are shared with the pupils. Tasks carefully match each pupil's ability and always include an element of challenge. Relationships in the unit are very good. The three members of staff work closely together to create a secure, positive learning environment for the pupils. All staff are very sensitive to the needs of the pupils. They effectively and sensitively manage difficult behaviour. Very effective questioning supports pupils' learning by constantly asking them to repeat or elaborate on their answers.

85. Records of the pupils' personal, social and academic progress are very carefully kept. Assessment is used most effectively to plan work to meet pupils' future needs and to keep parents/carers informed of the progress of the pupils. Individual education plans include specific targets. Any progress is noted and reviews are held regularly. The records reflect the careful observations made by staff and their commitment to providing the pupils with the support they need in order ensure their progress is consistent and sustained.

86. Pupils in the Special Resourced Provision join some lessons in mainstream classes. This enables them to widen their social and academic experience and join in a much larger group of pupils. The needs of the pupils are carefully considered. The teacher in charge of the unit works closely with the class teacher to ensure that teaching and learning are beneficial and pupils build on the good progress made in the unit. A member of the unit's support staff works in class with the pupil and shares outcomes of lessons with both the class teacher and the teacher in charge of the unit. On this basis, the next stage of learning or integration is carefully planned and prepared. Inclusion is very effective.

87. The special needs co-ordinator manages the unit very well, admirably deploying all her skills, experience and expertise as she does in the school. The accommodation of the unit is satisfactory and is divided sensitively into appropriate areas. The resources are very good. They are very accessible and varied as befits the flexible learning approach within the Special Resourced Provision.

88. The school has sustained the level of provision noted in the last inspection.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

89. The provision for pupils learning English as an additional language is good and has improved considerably since the last inspection, when it was judged to be unsatisfactory and identified as a key issue. Pupils learn at the same rate as others at the school and make significant progress in the acquisition of English.

90. In the national tests for 2000, the proportion of pupils on the register of pupils learning English as an additional language who reached Level 2 and above in reading and writing. For many this represents good and sometimes very good achievement in relation to their prior attainment.

91. After a careful assessment, all pupils who have English as an additional language are placed on a register that details their ability in English according to a set of locally agreed standards. A good range of provision is used according to need. Pupils have good support from a specialist teacher or from members of a well-trained and experienced team of classroom assistants. Support may be provided to small groups or on a one to one basis. Teachers' planning always identifies pupils' learning needs when they are in class, and how they are to be met. These are all major developments since the last inspection and fully address the Key Issues for Action from the last report.

92. In the two lessons observed taken by the specialist teacher, teaching was good overall with some very good features. Both lessons were set clearly in the context of the National Literacy Strategy. In one lesson, the partnership between the specialist and the class teacher was very good. It was based on careful joint planning that took into consideration pupils' needs as well the teachers' own strengths. In both situations, high expectations of work and behaviour successfully challenged pupils to do their best. Questions, activities and support were carefully matched to pupils' abilities. This ensured all pupils were fully included in the lesson. As a result, they made good and sometimes very good progress. Like the rest of the class, they were keen and enthusiastic learners, willingly applying themselves to their work. All adults supporting pupils learning English as an additional language have a good understanding of the most effective strategies to use, including repetition, visual and practical reinforcement and discussion of the key vocabulary.

93. Although the co-ordinator is very new to the school and to the post, overall co-ordination of the provision is good. She has taken over a provision that, with the support of the specialist teacher, has established very good systems for identifying, monitoring, and supporting pupils. All pupils have individual written or group targets that are reviewed and set every six weeks. This ensures that they have an appropriate programme of support. Those supporting pupils with English as an additional language use the Pupil Profile and the Record of Assessment to monitor pupils' needs across all subjects. For example, support has been provided in design and technology and science. This had a positive impact on both subjects although there is still room for improvement, especially in science.

94. There are good channels of communication between the headteacher, co-ordinator, and specialist support staff. The headteacher has a very good understanding of the areas of improvement that are detailed on the development plan. The nominated governor who has the responsibility for pupils with English as an additional language could strengthen the leadership and management of the provision by having a greater involvement in monitoring and by better supporting the work.

95. The above average ratio of support staff to pupils has enabled good levels of support. This has ensured the constant development of English, and the achievement of standards, for the majority, that are in line with expected levels for their age. However, high

attaining pupils still require further support in areas such as writing. There is also a need for greater levels of support and/or language work in areas of mathematics and science if all pupils who have English as an additional language are to achieve their best.

96. Resources for pupils learning English as an additional language are satisfactory. The range of dual language books in the library and in classes is good and contributes to pupils' good progress. There are several signs that are translated into a number of community languages, and many colourful displays of stores from around the world. These add to pupils' cultural development. However, few stories are displayed around the school in their original languages.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	37	11	4	0	0
Percentage	0	22	55	16	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].

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)	39	227
Number of full-time pupils known to be eligible for free school meals		43

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y2
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	8	61

English as an additional language

	No of pupils
Number of pupils with English as an additional language	141

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	1.3
National comparative data	5.0

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2000	44	31	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	36	38	41
	Girls	26	26	28
	Total	62	64	69
Percentage of pupils at NC Level 2 or above	School	83 (78)	85 (83)	92 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	36	40	37
	Girls	26	27	27
	Total	62	67	64
Percentage of pupils at NC Level 2 or above	School	83 (80)	89 (82)	85 (80)
	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	5
Black – African heritage	17
Black – other	9
Indian	95
Pakistani	23
Bangladeshi	1
Chinese	0
White	67
Any other minority ethnic group	10

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	1	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)	10.4
Number of pupils per qualified teacher	42.1:1
Average class size	28.4

Education support staff: YR–Y2

Total number of education support staff	3.4
Total aggregate hours worked per week	163

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2.6
Total aggregate hours worked per week	125
Number of pupils per FTE adult	10.8:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	766704.00
Total expenditure	754550.00
Expenditure per pupil	2795.00
Balance brought forward from previous year	29105.00
Balance carried forward to next year	41256.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	45
Percentage of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	56	0	2	0
My child is making good progress in school.	46	49	3	0	2
Behaviour in the school is good.	47	38	9	0	6
My child gets the right amount of work to do at home.	32	27	25	9	7
The teaching is good.	42	49	7	0	2
I am kept well informed about how my child is getting on.	44	38	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	52	42	2	4	0
The school expects my child to work hard and achieve his or her best.	49	41	2	4	4
The school works closely with parents.	36	49	9	2	4
The school is well led and managed.	38	56	0	2	4
The school is helping my child become mature and responsible.	39	55	2	0	4
The school provides an interesting range of activities outside lessons.	18	32	18	5	27

Summary of parents' and carers' responses

Eleven parents or carers attended the parents meeting; overall their views of the school were positive.

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

97. The school has made significant improvement in the quality of its provision for children under five. At the time of the last inspection, 'improving provision for children under five in the early years' was a key issue. It is now good and provides a strong start to children's education.

98. The nursery is a self-contained unit in the main building with easy access to a secure, well-equipped outdoor area. This area links the indoor curriculum to outdoor activities very well. The two reception classes are in the main building. Although they have easy access to an outdoor area, pupils use it for playtimes and outdoor games. As a result, reception classes are restricted to timetabled use of the area, the 'quad', and are unable to structure sessions so that the whole area, indoor and out, becomes a continuous learning environment. Given the constraints of the outdoor area, the school manages its use well, as advised by the local education authority.

99. Admissions to the nursery and reception classes take place in September and January. Staff are very sensitive to the needs of young children and admission arrangements reflect this. Staff work hard to establish a good relationship with parents and involve them in their children's learning. Twenty per cent of children entering the nursery are in the early stages of learning English. By the time they transfer to the reception classes, they make considerable progress in all aspects of their learning.

100. Assessments of the children on entry to the reception classes indicate that the general level of attainment on entry to the school is below the level expected for children of this age. In addition, attainment in language and literacy is lower than attainment in mathematics. By the time they transfer to Year 1, the majority of the children have reached the standards expected nationally in all areas of learning, with the exception of speaking and writing. However, although they have reached this standard, they are not yet secure in their knowledge.

101. The teaching and the quality of curriculum offered to the children give them a good foundation to their school life. They make good progress. Pupils with particular needs, such as learning English as an additional language, benefit from the good provision available and make good progress. The careful planning of lessons, in line with the recommended guidance for children this age, ensures they are continually gaining new skills and knowledge. In the nursery, planning also covers the outdoor curriculum. In the reception classes, staff take care to plan appropriate use of the outdoor area during its restricted timetabled availability to extend and enrich the curriculum.

102. The teaching is mostly good and sometimes very good. There was only one unsatisfactory lesson. This was a 'blip' and not representative of teachers' performance in the rest of the inspection. Teachers have high expectations of what children of this age can achieve through an appropriate curriculum. They have established very good relationships with the children. Children enjoy coming to school, as learning is fun. The contribution made by the well trained and experienced support staff significantly enhances their learning. This reflects in their good progress. The good adult: pupil ratio in the Foundation Stage is important in providing all pupils, especially those learning English as an additional language or those with special educational needs, close supervision so they learn well. The regular and careful assessment of all children provides detailed information that determines their future needs. This was identified as a weakness at the time of the last inspection. The way

in which staff now use information obtained from assessments to determine children's future needs represents good improvement in this aspect.

103. Overall, provision for the under fives is good.

Personal, social and emotional development

104. There is considerable emphasis on the personal and social development of children in the nursery and reception classes. By the time the children transfer to Year 1, they achieve the expected standards in this area. This represents good achievement. It reflects the sensitivity of teaching and support staff to the need to develop children's confidence. Planned activities support this and the development of the children's independence. The teaching is good or very good. All children make good progress in this aspect of their learning, including those with particular needs. Children are very aware of routines. They come into school smiling and eager to learn. They tidy up at the end of lessons, taking care of equipment. They work well together when in groups and are developing the ability to sustain concentration for reasonable periods. Children take turns sensibly and learn to listen to others in whole- class lessons.

105. Staff provide good role models. All staff, including support staff, excel in the way in which they talk to, question and involve themselves with children during activities. The fostering of children's spiritual and cultural development through stories and assemblies, and the general ethos of the school are good. Children develop very positive attitudes to school and to learning, which provide a good foundation for their school life.

106. The school has maintained the standards noted at the last inspection.

Communication, language and literacy

107. Most children make good progress in language and literacy. A significant minority are unlikely to achieve the standards expected of children this age in all aspects of literacy, as many enter the school in the very early stages of English acquisition. Teachers and support staff, in all classes emphasise the development of speaking and listening skills. Pupils' learning is continuous, owing to the use of every opportunity to intervene and question them during a lesson. Very good use is made of praise and encouragement to support the development of these skills. The careful explanation of words, stories and rhymes deepens all pupils' understanding of language, particularly those learning English as an additional language. The latter are well supported and encouraged to develop their literacy skills. Their needs are regularly identified in assessments and appropriately addressed in teachers' planning.

108. Teachers' incorporate elements of the literacy hour in both reception classes. The systematic teaching of phonics is planned through effective word, sentence, and text-level work, using appropriate stories and rhymes. In the nursery, most children identify their name card. In the reception class, most make a good attempt at writing their own name. As activities focus on children's interests, concentration is maintained for longer than expected. Group activities are generally very well planned to support learning. However, in a few instances, planning needs to be more focused to ensure coverage of the relevant stepping-stones.

109. A very good activity in the nursery introduced children to the letter 'h'. Supportive activities, for example, making hats, handprints and using hoops in the outdoor area, all helped to reinforce the letter sound. Similarly, in a reception class, a very good lesson was

observed. Children participated in group reading of the big book, *'Where's Spot?'* by acting the animal parts, as well as reading with the teacher. The needs of a very able reader are currently being met in reception by providing opportunities for her to read from Year 1 books. She is therefore making good progress in developing reading skills.

110. Writing is encouraged and children are taught where to start the letters. There are emergent writing areas in the classroom. Children are aware of where to start on the page. In the reception classes and nursery, they are very happy to explain what they have 'written'. Children show an increasing awareness of how to form letters and the teacher reinforces this ability during the carpet session. Early reading skills are encouraged. In the reception classes, children take books home to share with their parents. They happily share their books and talk about them with adults. They are aware that the pictures tell a story and that the print conveys meaning. Well-stocked book areas in the nursery and reception classes provide many opportunities for staff to encourage children to use them.

111. The teaching of language and literacy skills for children under five was unsatisfactory at the time of the last inspection. Now, children make good progress in the subject. This progress reflects the high quality teaching they receive, the careful planning to meet their needs at all levels and the skilful deployment of support staff. The school has made significant progress in this aspect of children's learning.

Mathematical development

112. All children, including those with particular needs, make good progress because of the good teaching they receive. Most children are on line to achieve nationally expected standards by the time they enter Key Stage 1. Children are encouraged to recognise and use mathematical language, for example 'more than' and 'less than'. Lessons have pace and purpose, and group activities consolidate and extend children's knowledge and understanding of the subject. In a good lesson observed in a reception class, children were being introduced to 2 Dimensional and 3 Dimensional shapes. The teacher made deliberate mistakes, which the children took great delight in identifying and correcting. The lesson had pace and purpose and the whole ethos of the session encouraged learning. The majority of children recognise numbers to five and count sets of objects, although not always accurately. The high attaining children are confident with their number bonds to five, and some to 10. In the nursery, children were introduced to pairs by a collection of gloves, which they had to sort into pairs. The needs of a talented mathematician have been identified and are met in a series of structured and challenging activities provided for him.

113. In all lessons seen, very good resources were available and were used well to support learning. Teachers intervene effectively to move learning forward. Teaching of the subject is good. Teachers have the ability to make learning fun, and there are other structured activities available to support learning. For example, to reinforce the concept of shape, sponge printing in shapes is available on the painting table. As a result, children remain very absorbed in the lessons, which consolidates their learning.

114. At the time of the last inspection, progress in mathematics for the under fives, was considered to be limited and the subject unsatisfactory overall. The school has made significant improvement in this area of learning.

Knowledge and understanding of the world

115. At the time of the last inspection, this area of the children's learning was judged unsatisfactory. The school has worked hard to improve provision, and teaching and learning is now good.

116. The development of children's knowledge and understanding of the world is developed through a variety of activities that draw their attention to the world around them. They have regular access to water and are encouraged to think about its properties. In the nursery, they learn that the addition of water changes the texture of sand, and that dry sand can make a wheel turn. Older pupils in reception think about growth and look at the changes that occur in growing things, such as blackberries. They know that the sun ripens them and that they can be made into drinks and jam, as well as be eaten as they are. Children are learning that weather changes as the season's change. They are also learning that they, themselves, change over time. They look at photographs of themselves as babies and clothes that they wore, and compare them with what they look like and wear now. Chronology is introduced in a way that is meaningful to them. In all classes, children are encouraged to use the computer. They control the mouse with confidence, know how to change the screen, and how to click, drag and drop pictures.

117. Although attainment is not yet in line with that expected for children of this age, the high quality of teaching that the children receive ensures that good progress is made. Most children will attain the expected level by age five, although based on inspection evidence their knowledge, skills and understanding are not secure. All staff question children carefully. They are encouraged to find things out for themselves and the school grounds support learning in the subject. The activities provided make learning enjoyable and exciting. Children can select resources and use tools safely.

Physical development

118. Children are making satisfactory progress in their physical development. The lack of ready access to an outdoor area by the reception classrooms means that a few opportunities to extend their physical abilities are lost. In the nursery outdoor area, they use equipment that encourages them to increase their skills in body control. There is access to a good selection of large, wheeled toys, which are in good condition. Because of this, children are keen to use them. They have ready access to climbing apparatus to support their continued development. They use the equipment confidently and carefully.

119. Two physical education lessons were observed in the reception classes. Both were linked to the book, *'We're going on a Bear hunt'*. One was a good lesson; children were actively involved throughout and progressed confidently around the apparatus that related to the story. In the other lesson, which was unsatisfactory, the pace of the lesson was very slow and the children made insufficient progress. In both lessons, however, teachers took care to remind children of the health and safety aspects of the lesson. Children behaved well, listening carefully to the teacher.

120. In the nursery and reception classes, teachers are very careful to teach children the skills required, such as how to cut safely and how to manage glue. Support staff make a valuable contribution to the children's learning in this area. Children with particular needs are fully included in all activities. Children behave very well and have a positive attitude to physical activities. Attainment is satisfactory and all children are on course to reach the expected standard by age five.

121. The school has maintained the standards noted at the time of the last inspection.

Creative Development

122. Most children are on target to broadly attain the early learning goals by the time they enter Key Stage 1, but their knowledge, understanding, and skills are not secure. The teaching they receive, which is mostly good, and sometimes very good, ensures good progress. Activities provided for the children when they enter the nursery ensure that they have a wide variety of experiences that support the development of their creative skills. They handle paint and brushes confidently. Role-play areas are provided and activities are extended in these areas by effective adult intervention.

123. In the reception classes, there are some very good examples of collage and artwork. Support staff are deployed well and give excellent support. Music supports and enriches the whole curriculum. One very good lesson was observed when the teacher introduced children to a range of instruments and sounds. The resources available were of good quality and supported the learning that took place. The lesson finished at home time and the children went out to an adaptation of a favourite song, *'If you are happy and you know it, get your coat'*.

124. At the time of the last inspection, this area of learning was satisfactory. Significant progress has been made by the school, which reflects the good teaching the children receive.

ENGLISH

125. In the previous inspection, the need to improve pupils' speaking and writing skills was a key issue for action. Satisfactory improvement in both aspects of English has raised the pupils' attainment to the standards expected nationally. This improving picture, and the good progress pupils make, are the result of the teachers' confident planning, revised schemes of work, implementation of the National Literacy Strategy, and closer analysis of the pupils' abilities. The higher attaining pupils' abilities in writing have not improved at the same rate. This requires further improvement, but pupils do attain secure standards overall. Standards in reading are broadly similar to those expected nationally and have steadily risen since the last inspection. This is mainly due to an improved book stock. Pupils with special educational needs and those for whom English is an additional language make good progress as the result of well-organised and clearly directed support to develop their literacy skills. This enables many of them to attain the expected standards by the time they are seven. Pupils' literacy skills are developed well in many subjects. The school ensures that all pupils are included within activities, but it does not meet the needs of all pupils. It enables all pupils to use reading books, write independently, express themselves verbally, and the majority make at least steady progress in all these areas. In relation to their prior attainment, most pupils have achieved well and some very well. High attaining pupils, in writing, however, have not progressed as well as others. Their underachievement is a cause of concern.

126. The majority of pupils have speaking skills that are in line with national expectations for their age, but their listening skills are good. They make good progress and learn well. A few are very articulate and sequence several sentences logically when, for example, suggesting which ideas should be included within in their class book in Year 2. Pupils recall their favourite types of stories, and explain their choices clearly. When discussing their activities in school, pupils speak with clarity and enthusiasm about aspects of the school they like. Around the school, pupils are generally confident when speaking to visitors, although they often speak quietly. They listen well to stories and during explanations at the beginning of lessons. In assemblies, pupils listen especially intently. In Year 2, particularly good teaching stimulated pupils very well. They listened to the suggestions of others for the

class diary book and for ideas and phrases to include. In another Year 2 class, good teaching and storytelling, using a book called the 'Rainbow fish', highlighted the pupils' good listening skills and their accurate understanding of grammatical conventions such as speech and question marks. Pupils with English as an additional language make good progress overall, and the structured additional support is well targeted to improve their abilities.

127. Many pupils read competently and the oldest already reach the standards expected at this early stage of the year. However, a few pupils, including some of the more able, continue to struggle with understanding some of their texts and commonplace words. The teaching of basic reading skills is very thorough. Within lessons, teachers plan for pupils to extend their reading skills. This often comes within the first part of lessons where the pupils read together; either the chosen book of the week or writing generated by the whole class. The expectations of staff are good. For example, teachers expect reluctant pupils to join in with activities to extend and practise their reading skills. Within group activities, the pupils read their guidance sheets accurately. Pupils in Year 1, for example, read sentences independently and identify missing words that rhyme. The higher attaining pupils are fluent and expressive readers. They state their preference for different types of books. The average readers understand new words by breaking them down and using the pictures to give them clues. Pupils are also developing an interest in non-fiction books. Their regular visits to the school library are helping to widen their knowledge. Generally, the pupils are enthusiastic readers and enjoy their books, but few spoke at length about reading outside of school. Class teachers make appropriate use of a reading record for each pupil. In these books, they, as well as parents and classroom helpers briefly comment upon pupil progress. This enables teachers to check that the reading materials offer sufficient challenge. These are adequate forms of assessment but they rarely support pupils' achievement by providing development points that would be of use to pupil, parent or classroom helper. Overall, all pupils make good progress and learn effectively.

128. The writing skills of pupils were a cause for concern at the previous inspection. They are now satisfactory overall, although the higher attaining pupils do not perform consistently at the higher levels. A systematic approach to writing has led to satisfactory improvements for the majority of pupils. The improvement in pupils' writing is also because of individual writing targets. These successfully focus both teachers' and pupils' efforts on future improvements. Evidence from pupils who were seven last year indicates that many were capable of writing at length. So early on in the year, this is not yet evident in the scrutiny of work of pupils now in Year 2. Many pupils do edit their work independently, although this is not a consistent feature of all their work. For example, Year 2 pupils wrote a 'North Pole' adventure but few attempts to rewrite any aspects. On many occasions, ideas are developed appropriately into a sequence of sentences that usually use correct basic forms of punctuation. This, however, is not a consistent feature of the work of high attaining pupils and they do not always extend or appropriately sequence their ideas. Most pupils are aware that they write for different audiences and occasionally choose words for effect. Nevertheless, high attaining pupils do not have a large enough vocabulary to enable them to frequently choose words for both variety and interest. Pupils' spelling abilities improve steadily as the year progresses. In work from last year, pupils' correctly spell words such as 'hair' and 'eye'. Towards the end of the year, they accurately spell longer words, such as 'frightened'. It was sufficient for many to gain Level 2a in writing in the national tests. The spelling of the high attaining pupils, of common polysyllabic words was not accurate enough for them to achieve the higher Level 3. The opportunities to write for different purposes are adequate and provide reasonable stimulus and challenge for most pupils. Pupils use their skills in writing to support work in other subjects, such as science, religious education, history, and geography. For example, pupils record their investigations in science, express their feelings in religious education and describe the differences between then and now in history and here and there in geography. Most pupils' handwriting improves at a steady

rate. In their exercises they form and join their letters well. However, when they write for normal purposes the standard is less consistent, and this detracts from otherwise good levels of presentation. Improvements in the handwriting of high attaining pupils, however, are slower than others, and remain largely unjoined.

129. The quality of teaching seen during the inspection was good, with some examples of very good teaching. The teachers plan consistently and teaching of the National Literacy strategy is secure in all classes. Planning is also good. It carefully builds a series of steps by which pupils successfully learn new skills and concepts or deepen their understanding. Most pupils achieve this, since planning identifies the needs of groups of pupils, as well as the specific needs of those who required additional support. This often leads to good learning. For example, the teaching in a Year 1 lesson extended well the pupils' knowledge of alphabetical order. Using a simple visual aid gave pupils the opportunity to identify different letters in a fun way. In a very good lesson in Year 2, pupils' understanding of how to sequence their writing developed well. Using high quality teaching aids, the teacher demanded high levels of attention and discussion that enabled the writing of an interesting class diary. However, the full range of challenging writing opportunities are not sufficiently well planned across the whole curriculum to support the learning of the high attainers so that they progress as well. Teachers extend the pupils' speaking skills well. Opportunities for them to share their learning, especially in subjects such as geography and science, with the rest of the class at the end of the lesson give them extra practice that the pupils enjoy. The promotion of good listening skills such as attentiveness and qualities such as respect, during these sessions adds to pupils' personal development. There is good use of information and communication technology to develop pupil's skills. Pupils use computer programs to help them develop their word attack skills or their word processing skills. Support assistants are well briefed and prepared. They involve themselves determinedly with pupils in their care at all stages of the lesson, so that the pupils maximise the learning opportunities provided for them. Consequently, fewer pupils now achieve below Level 2. Many reach average levels of 2b in reading and writing by the age of seven

130. The headteacher, who is the co-ordinator, has provided very good leadership to improve the teaching and learning of literacy. Recent developments, especially in planning, mean that this is now thorough and consistent across all classes. The school's literacy strategy is secure overall and the level of support resources is good. Assessment procedures of the pupils' abilities are comprehensive and the results of National tests and of the school's own internal testing are analysed carefully. This is leading to more directed support and development. The school has broadly achieved its own targets for improvement. For example, more opportunities to extend the pupils' abilities in speaking, listening and writing have helped improve their standards. The pupils appreciate the recent opening of a new, spacious and well-stocked library. This extends their range of reading opportunities and hence their achievement. These opportunities consistently provided and well used, with pupils having at least one and sometimes two library books in their reading bags. There is a governor with responsibility for literacy, whose greater involvement with the subject would help strengthen it further.

MATHEMATICS

131. By the end of Year 2 pupils reach standards that are above national expectations, especially in number work and problem solving. Pupils make good progress and achieve well. Standards, which were judged to be above the national average at the last inspection, have improved slightly due to implementation of the National Numeracy Strategy and consistently good teaching. Pupils' numeracy skills are developed well across many subjects.

132. High attaining pupils in Year 2 know their number bonds well and are confident in their use. They use numbers up to 100 and above in real-life problems involving the addition and subtraction of money, time and measurement. They are well practised in recording their own methods to solve problems, knowing that there is more than one way to get to an answer. They have an understanding of multiplication and division and confidently multiply three digit numbers by one digit numbers. Average attaining pupils are also secure in numbers to 100 and solve addition problems with money, using techniques of doubling and adjusting. Pupils have a sound knowledge of their five and ten times table and accurately divide sets of objects. The lower attaining pupils knowledge of numbers up to 50. They can use this knowledge with some confidence to solve money problems. They have a basic understanding of the concept of division and, with support, divide sets of objects into two equal groups.

133. Aspects of pupils' work on shape, space, and measuring, although in line with national expectations for pupils at this early stage in Year 2 are not as high as standards in number work. This is because less time is devoted to this aspect of the subject and the greater demands of language, especially for average and low attaining pupils. All pupils are able to name a regular two or three-dimensional shape from written clues. Only the more able are secure in their use of the correct mathematical language to describe the properties of shapes, such as faces, edges and corners. Similarly, although all pupils have been introduced to reading and recording standard measurements of weight and length, only the most able are secure in measuring accurately and using the information to calculate the perimeter of regular shapes. In all exercise books, there are examples of pupils collecting data on gifts or colours and displaying this information as bar graphs, which they interrogate with simple questions. The complexities of language in this work ensure that only the high attaining pupils achieve levels that are slightly above national expectations for this area.

134. Overall, the quality of teaching and learning is good, and on a few occasions very good. The strength of teaching is in the secure command of the subject that all teachers have, which produces lessons with pace and purpose. Teachers take care to consolidate previous learning in their introductions and by the focused use of questions in the mental/oral part of the lesson. Pupils enjoy the lively nature of these sessions and are keen to answer. At times, however, a few teachers dominate this activity and do not draw fully upon pupils' own knowledge and thoughts to develop their learning. Activities are very well planned and prepared and, owing to the careful use of assessment, tailored to match pupils of different abilities, especially in number work. This means that the needs of all pupils, even the high attaining ones, are met. In a Year 1 lesson, pupils used sheets that involved numbers up to 10, 30, or 50. The flexibility of the teaching style and associated activities ensures that all pupils make good progress. For example, a gifted mathematician gained a Level 4 in the national tests for seven year olds due to the support he had received.

135. Teachers have high expectations of pupil behaviour, as well as of their work. Behaviour in lessons is good, and sometimes very good. Pupils are well motivated and keen to learn. Teachers are calm and sensitive in their teaching and there is an obvious element of trust. Consequently, relationships are very good. Teachers' planning is good and clearly uses the National Numeracy Strategy. Planning takes account of the needs of all pupils, in particular, those with special educational needs and those learning English as an additional language. Teachers and learning support assistants bring a good range of visual and practical resources to the activities. These help reinforce and deepen pupils' understanding of both the facts and the concepts. As a result, pupils learning English an additional language and pupils with special educational needs make good progress and achieve well.

136. The co-ordinator provides good leadership and has established a clear strategy for the continued improvement of pupils' achievement. The current subject improvement plan, due for imminent revision, currently lacks highly focused success criteria by which to measure the quality of teaching and learning. There are comprehensive systems for gathering information about pupils' attainment and for monitoring their progress. This information is used to inform teachers' planning, set individual numerical and written targets, and inform curriculum planning. The practice of setting mental mathematics targets for each pupil each half term is effective in focusing pupils' energies on raising achievement, especially in number work. The quality of marking across the school is satisfactory and in line with the new school policy. It affirms what the pupils have done well but does not always give pointers as to how work might improve. There are good resources, including computers, to support the curriculum. The use of these by teachers and pupils enhances the learning experience. The frequent use of computer programs to reinforce both mathematical knowledge and computer skills strengthens pupils' grasp of many of the basic facts and language of the subject.

137. The co-ordinator has developed a carefully planned programme of links between mathematics and other subjects. Pupils frequently and competently use a broad range of numeracy skills in many subjects, especially science, design and technology and geography. In an art lesson, pupils used their mathematical knowledge of shapes and lines to produce pieces of artwork in the style of Mondrian. The different approaches taken in the teaching of mathematics, which involve individual as well as group work, make a positive contribution to pupils' social development. There are a few displays of numbers in different languages, but little references to the multicultural origins of mathematics. There have been steady improvements in the subject since the last inspection.

SCIENCE

138. Standards remain broadly in line with national expectations. Pupils make sound progress and achieve well. Standards have improved since the last inspection but achievement is not as high as it could be.

139. Pupils in Year 2 already know that glass is a product of sand, and they understand that tools can mould materials such as wood and metal. The scrutiny of last year's work shows that pupils have a good knowledge of materials and their properties. They understand well that changes are reversible in some materials, such as play dough and elastic bands. Pupils learned this well from their own experiments. Through careful investigation in life processes, pupils know that the pulse rate varies. They clearly understand this by checking their pulse before and after exercise. The scrutiny of work showed that pupils had little opportunity to develop their knowledge of physical processes. For example, there was no work on the sources of light and electricity, whilst sound and friction featured only lightly. Coverage of life processes was also limited. These gaps in learning are partly responsible for standards in the school being lower than they should be.

140. The quality of teaching and learning is good overall and this is an improvement since the previous inspection, when teaching was only satisfactory. In the majority of lessons, teachers' high expectations challenge pupils to discover through their own independent research. Teaching in most lessons is at lively pace that encourages pupils to keep busy and listen well. Thought provoking questions promote good responses in such a way that genuine discussions develop in which pupils participate fully and share their knowledge. For example, a Year 2 pupil gave a detailed account of how factories manufacture paper from trees. The other pupils listened most attentively and asked questions. Teachers plan well together in their year groups and share ideas. Planning is generally good and clearly builds on pupils' previous learning. Many interesting and purposeful activities challenge

pupils and encourage them to work conscientiously and accurately. For example, pupils in the Year 1 lesson on human growth patterns had to accurately measure each other. Planning identifies the needs of pupils with special educational needs and of those learning English as an additional language so that they, like the rest of the pupils, make good progress. There is insufficient emphasis placed on the complex language demands of the subject. This is a major reason why pupils' progress, including those learning English as an additional language, is not better than good. Learning support assistants are deployed well and work effectively as a team with the teacher. Hence, pupils with specific learning or language needs are involved in both aspects of the lesson, both discussion and practical activities.

141. All pupils benefit greatly from the close supervision given, which adds to their enjoyment and their acquisition of knowledge, skills and understanding. The use of information and communication technology has a high profile in planning. Interactive programmes effectively develop the research skills of all pupils, particularly the high attainers. Good use is made of group work in most lessons. Pupils work co-operatively, sharing their knowledge and ideas willingly with each other. This has a positive impact upon their social development. The pace suffers in a few lessons when teachers dominate the lesson and do not draw on their pupils' own thinking or their ability to undertake their own investigations.

142. Co-ordination is good. The co-ordinator regularly monitors the quality of teaching and learning, mainly through the scrutiny of pupils' work and teachers' planning. This evaluation and the careful analysis of national test results show that standards are not as high as they could be. Science was identified as a Key Issue for action in the last report. The successful completion of all the action points identified has marginally improved the school's results. The co-ordinator has plans to raise pupils' achievement even further. Most importantly, the purchase of a commercial scheme increases the opportunities for all pupils to achieve very well in science. Greater emphasis is now being placed on the teaching of materials and their properties. There has been, however, insufficient time for these initiatives to significantly affect the rate of learning. The school spends less time teaching science than other schools. There is satisfactory development of literacy skills in science, mainly through discussion and research. However, too little emphasis on the complex demands of scientific vocabulary still hinders some pupils from achieving their very best. There is a good use of numeracy skills. For example, pupils in Year 1 used straws to measure each other's height and, in previous work, numerous graphs display the results of experiments. A comprehensive system for assessment tracks pupils, sets individual targets well, and leads them carefully from step to step. Teachers use this information well in planning pupils' learning. Resources in science are good. Their bright and appealing character interests and motivates all pupils to extend their knowledge by encouraging them to explore and experiment for themselves.

ART AND DESIGN

143. At the time of the last inspection, standards in art were below national expectations for pupils in Key Stage 1. Progress was unsatisfactory, and the range of experiences offered to pupils was limited. Standards throughout the school are now at least in line with, and sometimes above, national expectations for pupils of this age. Pupils make good progress. This is due to the good teaching they receive and the wide range of artistic experiences they enjoy. This represents a significant improvement.

144. Pupils gain confidence in using a range of media and techniques. They experiment with colour mixing, pattern, and texture. There is good cross-curricular use of the subject. For example, there is a display on the Great Fire of London and collages relate to English

work on stories from other cultures. These links add to pupils' cultural development. All pupils are exposed to the work of established artists and have an emerging understanding of their artistic styles. This shows in the very good displays of pupils' work in the style of J.S. Lowry, Seurat, Paul Klee and Mondrian. Pupils sew simple patterns and are familiar with different materials and how to use them. Displays in the hall link well to moral themes, such as friendship. These strongly reinforce pupils' social and moral development. Several displays of computer art demonstrate pupils' sound use of basic art programs.

145. Teaching and learning are good, especially in the acquisition of the skills, knowledge and techniques of the subject. In a Year 1 lesson, for example, pupils drew self-portraits after looking at those done by Van Gogh. The teacher's interventions in group work gave praise and encouragement so that pupils' creative efforts were successful. Most of the finished work was of a standard higher than expected for pupils of their age. They were particularly attentive to detail, as is evident in finished displays. Frequent use of pupils' work provides many opportunities for work to be evaluated and then refined. The teacher's planning in the lesson was challenging, while also building on pupils' previous skills and experiences. Planning also took account of pupils' needs. In many instances, particular words are identified in planning and carefully explained in class so that pupils learning English as an additional language can also make good progress. Support staff not only worked well with this group of pupils but also those with special educational needs, ensuring that they participated fully in all aspects of the lesson. The teacher's confidence enthused pupils and maintained a steady pace in the lesson.

146. Co-ordination of the subject is good. National documents provide good support for the teaching and planning of the subject. The policy predates the last inspection and is due for a review that will strengthen the subject further. Monitoring of attainment and progress throughout the school is rudimentary and is being developed in line with whole-school practice. The subject is very well resourced. The resources available to staff are used effectively to support pupils' learning. For example, the range of materials available to pupils, evident in displays and in the subject portfolio, adds to their learning experience.

DESIGN AND TECHNOLOGY

147. Standards attained at the age of seven are in line with those expected nationally. Pupils, including those with special educational needs and English as an additional language, make good progress. This is due to the good teaching and because all aspects of the subject are covered in depth; there is now a coherent plan for pupils' learning. Improvements since the last inspection have been good.

148. By the age of seven, all pupils design simple products, such as a puppet, and evaluate their work. Projects undertaken have a clear emphasis on the processes used, so that aspects of design and planning have improved. Pupils gain experience of an appropriate range of materials, including wool and fabric.

149. Teaching and learning are good. Planning identifies what pupils are expected to learn and how this is to be achieved. Resources are of good quality and are well prepared so that pupils get on with their tasks quickly and effectively. Tasks carefully match pupils' abilities. Teachers clearly explain tasks so pupils know what to do and get on with them. Pupils focus well on their tasks and work independently, which enables the teacher to spend time with individuals or small groups. This ensures that pupils make good progress and develop their skills appropriately. Relationships in the lesson are good and are used to encourage pupils to 'have a go'. Owing to the elements of respect and the teachers' high expectations, the behaviour of nearly all the pupils is good. The one exception is managed very well.

150. Co-ordination of the subject is good. The co-ordinator is very enthusiastic and fully aware of the requirements of all the aspects of the subject. National documents underpin teaching and learning in the subject and are instrumental in raising standards. There is a policy, but it predates the last inspection and is due to be reviewed. This will strengthen the subject further, as will the intention to increase the amount of monitoring through direct observations. Currently, monitoring is limited to the scrutiny of planning and pupils' work.

GEOGRAPHY

151. Standards are in line with national expectations for seven year olds. This indicates a small but steady improvement since the previous inspection, when standards were 'just' satisfactory. In relation to their insecure but average attainment on entry, pupils achieve well and make good progress because of the quality of teaching.

152. Pupils in Year 2 have a sound understanding of their work on transport. They know that many different vehicles transport different goods or have different purposes. For example, vans carry goods to shops and postal workers ride bicycles to deliver the post. Pupils have a sound understanding of physical geography. They know that to reach an island too small to have an airport, a ferry is necessary. Scrutiny of pupils' work from last year, on a comparative study of their own area and that of St. Lucia, demonstrates a sound understanding of the differences caused by the weather. Such a study also adds to pupils' cultural development.

153. The quality of the teaching seen was good. This is an improvement since the last inspection, which judged it satisfactory. The lively pace of the lessons, together with the interesting use of toys and the inspired reading of well-known stories, maintains the pupils' interest and has a positive impact on their learning. Teachers challenge higher attaining pupils through very good open-ended questioning, which encourages the pupils to think; for example, when asked what transport actually means. If pupils make errors in their thinking, teachers reinforce the learning and then pose questions to ensure that the pupils understand the concepts. On a few occasions, however, teachers give answers to their own questions and therefore limit the opportunities for pupils' own thinking. Teachers' planning is good. It takes into consideration pupils' previous learning and builds upon this in a systematic fashion. This ensures that all activities are suitable to the needs of each pupil and, thus, all are able to succeed in their lessons. In all lessons, classroom assistants provide pupils learning English as an additional language or those with special educational needs with very good, targeted support. This is based on pupils' individual education or language plans. They therefore make good progress.

154. Co-ordination of the subject is satisfactory. The new co-ordinator understands her role well and focuses on raising standards. To this end, she is adapting the scheme of work to the national guidelines in geography and is updating the policy. The careful monitoring of teachers' planning is providing further insights into the developmental needs of the subject. Assessment is good. It follows the school's own effective system and so individual targets are set for pupils. Therefore, pupils continue to make good progress in the development of their geographical skills and knowledge. Resources are good and include several interactive CD-ROMs. The school makes regular use of the Schools Library Service and has its own very informative selection of books, both in topic boxes and in the library. All these resources provide either points of interest or opportunities for pupils to read freely and widely on their topics. This deepens understanding and broadens their knowledge.

HISTORY

155. Standards are in line with those expected for pupils aged seven. As this reflects the findings of the previous inspection, the school has maintained its standards. In relation to their low prior attainment, however, all pupils achieve well and make good progress in the development of their history skills and knowledge. This is because of the quality of teaching, the use of assessment and the appropriateness of the planned curriculum.

156. In interview, pupils currently in Year 2 showed themselves to be most enthusiastic about the subject and knowledgeable about the topics covered. They have a satisfactory understanding of chronology. They know, for example, that dinosaurs existed long before humans were on Earth. Pupils understand that time affects the way we live, and they relate this directly to their own lives by explaining the differences between themselves as helpless babies and then as older and more independent children. Such an understanding makes a good contribution to their personal development. The pupils know a great deal about Victorian artefacts; for example, how irons had to be put on a metal stand on top of the stove. However, they were less informed about Florence Nightingale, or other important people in history, though they knew that she was a nurse.

157. The wealth of information that pupils remember and their enthusiasm reflect the good quality of learning and teaching in the school. In the one lesson observed during the inspection, in Year 1, the teaching was good and pupils progressed well. The use of a wide range of old and new toys gained the attention of all pupils. They recognised many of the similarities and differences between them. Careful questioning kept the pace of the lesson moving well enough to maintain their interest. Through this, they soon appreciated that appearances could be deceptive and that old toys were not always the most damaged; a newer bus was the most chipped. Teachers have high expectations of work and behaviour. This is reflected in the quality of the work and the studiousness of the pupils. There are good relationships in many lessons and the related atmosphere adds to the pleasurable learning experience. Teachers' planning clearly identifies the particular requirements of pupils with special educational needs. These pupils make good progress, as their specific needs are met by the use of the very well prepared support staff. Due to the prominence of oral work in the subject, the language needs of pupils learning English as an additional language, as well as those requiring support in speaking and listening, are very well met. Therefore, they make good and sometimes very good progress.

158. Co-ordination of the subject is good. The policy is currently being updated to reflect the new national guidelines. This should help raise standards by providing more opportunities for pupils to learn about the past and how it affects the world today. The careful monitoring of teachers' planning is providing further insight into the developmental needs of the subject. There are clear plans for future improvement of the subject. However, to date there has been no staff training to improve the quality of teaching and learning because of the demands of national initiatives on literacy and numeracy. Assessment is good and follows the schools own system by setting individual targets for pupils

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

159. Pupils in Year 2, at this early stage of the year attain standards that are broadly similar to those expected nationally. Pupils' progress through the school is only satisfactory, owing to the limited time spent practising and developing computer skills. At the last inspection, the standards of attainment were in line with national expectations. The rate of improvement has been satisfactory. A new computer suite, due to open this term, may accelerate improvement.

160. Based on their current work pupils in Year 2 have a sound understanding of how computers are used in appliances. In discussion, they can highlight the different uses of items such as telephones. Pupils have a secure knowledge of the main features of the computer, such as the mouse, keyboard and screen. Most know that the mouse helps control actions on the screen. Most can also load a CD-ROM and use programs that support their literacy or numeracy. For example, pupils use a CD-Rom to practise their word recognition skills. Many pupils can move and resize lines of texts.

161. Overall, the quality of teaching is satisfactory, as is pupils' learning. As would be expected at this early stage of the year, the whole-class teaching observed during the inspection focused on instructions about simple actions of the keyboard, such as using the return key. In Year 1, clear explanation about how to use an art programme helped pupils to move on to the next stage of the activity. In a Year 2 lesson, pupils learned how to use the enter key effectively, using a nursery rhyme to motivate them. Pupils enjoy their activities and concentrate hard when listening to their teachers' guidance and instructions. They make appropriate use of their computer skills in different subjects. For example, pupils used a simple art program to design a puppet. In English activities, several examples were seen where they used programs to improve their skills. Past work indicates that pupils use simple word processing and art programs effectively. Pupils with special educational needs are included well in all activities and learn well. Those who have English as an additional language make good progress in the activities observed, owing to the emphasis placed on the teaching of new words and their meaning.

162. The recently appointed co-ordinator gives good direction to the subject. Most of her effort focuses on completion of the computer suite and the organisation of staff training, which is due to start soon. There is a suitable scheme of work based upon national guidance. The policy is in draft form but is near completion. Current resourcing is adequate, although the level of resources in the suite is likely to be very good. This should enhance pupils' experience and skills significantly. Only informal monitoring has taken place. However, this has been sufficient to inform the training needs of the staff and further developments of the subject, including the creation of a web site.

MUSIC

163. The last inspection reported that progress was barely satisfactory overall. Observations in the current inspection indicate that standards in the subject have improved considerably because of good teaching and co-ordination. Pupils' progress is now good and they achieve standards in line with national expectations for pupils at this early stage in Year 2.

164. All pupils listen very attentively to a wide range of music when coming in and out of assemblies. This diversity adds to their cultural development. Although singing in the assemblies was less than enthusiastic, pupils enjoy singing and music in their lessons.

Pupils in Year 2 use the correct musical terminology, such as long and short sounds, and can count the correct number of beats in a bar. All pupils, including those learning English as an additional language and those with special educational needs, make good progress.

165. Teaching and learning are good. In all lessons, the lively pace keeps pupils interested. Because of this, they make good gains in their musical knowledge. Teachers have good subject knowledge. This and their enthusiasm for the subject support pupils' good learning. As a result, pupils become equally keen and enthusiastic, as they did in the Year 1 lesson on different musical instruments. In all the lessons seen, teachers had prepared carefully and instruments were readily available. The patient waiting, attentiveness and taking of turns involved in the planned activities of playing a range of instruments add considerably to pupils' social development. All teachers share the learning objective with pupils so that they all know exactly the lesson focus. The teacher used this well in assessing pupils' learning at the end of the lesson when, for example, Year 2 pupils had to count the beats, or those in Year 1 played or named an instrument.

166. Co-ordination of the subject, by a music specialist, is good. She has introduced a national scheme to support planning and learning in the subject. She monitors music throughout the school. A system of assessment regularly reviews pupils' performance and sets targets to achieve as part of the next stage of their learning. This target setting ensures that all pupils are continually making good progress. The co-ordinator is committed to raising standards in music and is developing a school portfolio of the subject. The policy predates the previous inspection and is due for review. The new policy will strengthen the subject further. There is easy access to a range of high quality tuned and untuned musical instruments from around the world. They easily capture pupils' curiosity. However, there are no activities at lunchtime or after school to extend pupils' interests or skills further.

PHYSICAL EDUCATION

167. Standards in physical education are below those expected even at this early stage, for pupils in Year 2. Standards have fallen since the last inspection, because of a lack of staff confidence and knowledge.

168. The level of co-ordination for most pupils is below that expected for their age. For example, the majority of pupils in Year 2 are unable to throw or catch a ball with accuracy. Attempts at using a bat and ball are even less successful. Few pupils in Year 2 have an understanding of the value of warming up and cooling down, or of the impact of exercise on the human body. Attainment in dance is closer to national expectations for pupils aged seven. In a well-taught Year 1 dance lesson, the more confident pupils used their hands and feet in a variety of ways. They slid on various parts of their bodies, such as hands, feet and backs, along and under small apparatus such as benches and hoops. However, in an unsatisfactory lesson for the same year group, pupils showed a limited range of expression and little understanding of a sequence. This limited their ability to fulfil the aim of the lesson of moving like a ship across the waves. Due to inconsistencies in the quality of teaching and learning, pupils make unsatisfactory progress in the development of their knowledge, understanding and skills.

169. Overall, the quality of teaching and learning is unsatisfactory, although there are a few good or very good lessons. Relationships are good in all lessons, and because of this, most pupils are willing 'to have a go'. In the good and very good lessons, teachers give clear directions in terms of behaviour and activities. Consequently, pupils behave well and are aware of safety issues. In the few lessons where expectations are not explicit, pupils are restless and inattentive, thus slowing the pace of learning. The good lessons are well paced and structured, following an established pattern of warm up and cool down. For

example, the 'traffic lights' game in Year 2 very effectively involved all pupils. It resulted in all pupils being out of breath at the end of the game, due to the high level of effort put into it. Such effective strategies, however, are not a common feature of all lessons, while a minority omit them altogether. Most lessons make good use of pupil demonstration. However, as in the last inspection, only a few use pupil evaluations to help refine thinking or action. On occasions, the poor use of assessment means that the pace of the lesson is too fast and pupils do not have time to consolidate their learning before moving on to a new activity. Thus, the activity of catching and hitting a ball with a bat in a Year 2 lesson was not well matched to the pupils' needs; they were still struggling with trying to throw and catch a ball. Teachers' planning on these occasions was unsatisfactory. It relies heavily on the use of a commercial scheme that does not take into consideration pupils' different abilities. In a few lessons, the aim did not match the practice. Therefore, activities did not build on previous learning. In addition, teachers' instructions were unclear.

170. Co-ordination of the subject is satisfactory and has led to some recent developments. Staff training has been conducted and the quality of teaching and learning has been monitored. The new scheme of work covers all aspects of physical development. It also includes assessment objectives. However, none of these measures or initiatives has yet had a significant impact on the improvement of teaching and learning. Resources are good in terms of both quality and quantity. In all lessons observed, there were sufficient resources for all pupils to participate. Overall, teachers lack the knowledge and, at times, the confidence to deliver the demands of the National curriculum.

RELIGIOUS EDUCATION

171. At the age of seven, most pupils exceed the requirements of the locally agreed syllabus. In last year's work pupils' attainment in religious understanding was particularly good. Pupils' progress throughout the school is good. This is an improvement on standards found in the last inspection. It results from the high quality of teaching, good leadership by the co-ordinator and the impact of the new syllabus.

172. Early in Year 2, pupils have a clear understanding of some of the facts and principles of three of the world's major religions. Pupils know of the importance of the oil lamp and bell for the Hindus and that preparing oneself for prayer is a sign of respect for Krishna. The idea of pilgrimage is explored in the Hindus' desire to visit the Ganges. It is further developed in the study of Sikhism; a pupil relates this clearly to his own visit to the Golden Temple of Amritsar. Pupils' knowledge of the Guru Granth Sahib is good, as is their knowledge of the rituals of respect that surround this holy book. Pupils know that the church is a place of Christian worship and that appreciating the help of others, such as parents and other adults, and the importance of kindness is common to many religions. The study of these world religions adds to pupils' cultural development, and the emphasis on understanding and belief adds to their social and moral development.

173. Both the quality of teaching and rate at which pupils learn are good. A strength of the teaching lies in the teachers' own knowledge and understanding of the subject. This allows them to impart accurate and detailed knowledge of the life of Guru Nanak or the rituals of respect that surround the Guru Granth Sahib. It also encourages pupils to reflect on the spiritual values of religion. Teachers make good use of pupils' own knowledge and experiences. For example, a pupil in Year 2 described his own visit to the local temple. Others confidently described their own methods of prayer. In these good lessons, teachers also demonstrate a lively pace. The use of questions, stories and artefacts maintains pupils' interest well. Appropriate emphasis is placed on language development. In a Year 1 lesson based on stories of the life of Guru Nanak, the idea of selfishness and its impact on

others was meaningfully discussed. In doing so, all pupils had a clear understanding of the moral message. Those with English as an additional language were able to retell the story simply. Relationships are good. The quiet and sensitive manner of the staff teaches all pupils that respect and tolerance are important to harmonious living.

174. Co-ordination of the subject is good and has a significant impact on the quality of teaching and learning. The introduction of the new locally agreed syllabus is well managed. It has been discussed and agreed by governors, and staff have been well trained on how to deliver it. A range of very good books, which are especially colourful, and a range of detailed religious artefacts are available. These support the planned programme of lessons and enable teachers to provide a great deal of interest. The resources create a feeling of awe and reverence among pupils, but also give them pleasure and stimulate learning.