

# INSPECTION REPORT

## **GLODWICK INFANT & NURSERY SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 105645

Headteacher: Mrs J Brierley

Reporting inspector: Mr P T Hill  
6642

Dates of inspection: 26<sup>th</sup> - 29<sup>th</sup> November 2001

Inspection number: 230384

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Glodwick Road Oldham Lancashire
Postcode:	OL4 1AJ
Telephone number:	0161 624 2229
Fax number:	0161 626 0698
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Gerry Royle
Date of previous inspection:	May 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6642	Peter Hill	Registered inspector	Information and communication technology Art and design Science Special educational needs English as an additional language	What sort of school is it? How well is the school led and managed?
31718	Denise Shields	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
1272	Ian Hocking	Team inspector	Mathematics Physical education Design and technology	How well are pupils taught?
30362	Jacqueline Henshaw	Team inspector	Foundation Stage Music Religious education Equal opportunities	
16761	Melvyn Hemmings	Team inspector	English Geography History	The school's results and pupils' achievements. How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:- High Peak Educational Services Ltd, 19 Marple Road, Charlesworth, Glossop, Derbyshire. SK13 5DA

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

### **INFORMATION ABOUT THE SCHOOL**

Glodwick Infant and Nursery School takes children from three to seven years of age. The school has 324 children on roll including 76 who attend the nursery on a full or part-time basis. Alexandra Ward, where the school is located, is one of the most disadvantaged in the country. It is an area of mainly terraced houses and has considerable and multiple social and economic problems. 323 of the 324 children at the school are of Asian heritage and speak English as an additional language. The number of children entitled to a free school meal is above average when compared to the local and national figures. 71 children are on the special needs register and receive additional support. Two children have statements of special educational need. The overall attainment of children on entry to the nursery is very low. Almost all enter the school unable to speak English.

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

This is a very effective and good school. Standards are improving. When they begin in the nursery, children have very little experience in the areas of learning expected of children starting the Foundation Stage of the National Curriculum and they speak very little or no English. By the time they leave school almost all are fluent in two languages and they have made significant progress. Teaching is good overall with a significant amount of very good teaching. Leadership and management by the headteacher and key staff are very good. The school provides good value for money.

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

- Teaching is good overall with a significant amount of very good teaching.
- The school makes very good provision for the teaching of English as an additional language. Bilingual support staff make a very important contribution to children's learning.
- Teamwork between all adults in classrooms is very good and has a significant effect on children's levels of attainment.
- Learning is very good for all children. The provision for children with special educational needs and for equality of opportunity is very good and contributes very significantly to the school as a community.
- Children's attitudes to school, their personal development and their relationships are all very good and strengths of the school.
- The school's provision for information and communication technology (ICT) is very good and as a result children's attainment in this subject is in line with the national average.
- The provision for moral, social and cultural development is very good and a significant factor in the complete lack of racial tension within the school and in the way children are valued.
- The day-to-day care and support of children are very good and strengths of the school.
- Parents have an extremely positive view of the school and the school has very effective links with parents.
- The leadership and management of the headteacher and key staff are very good. This is an area with many considerable strengths.

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

- The school works very hard and is very successful in the development of English as an additional language. The school is aware of the need to ensure that its policies and strategies are consistently implemented in all areas. The school also recognises that the improvement in children's technical language in mathematics, science and history remains an area for development.

- The school's use of ICT for day-to-day administration is an area for further development.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in May 1998, the school has made very good progress. Besides making overall very good progress in meeting the Key Issues identified in the report, there has been a steady upward trend in the level of children's attainment; considerable improvement in children's language skills and the provision for teaching English as an additional language; the management structure has been very effectively developed; the provision for ICT is very good and has resulted in children's attainment meeting the national expectation in this subject; and, the nursery accommodation and provision has been considerably improved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E	B	well above average    A above average        B average                C below average        D well below average    E
mathematics	E	E	E	C	
science	E	E	E	C	

The level of children's attainment in reading, writing and mathematics in 2001 tests was well below the national average. The comparison with similar schools, based on free schools meals, is difficult to make as this is a school in an area of considerable and complex disadvantage. However, when compared with similar schools, children's attainment is above average in reading and average in writing and mathematics. Standards of work seen during the inspection are currently well below the national average, but even at this early stage of the school year, the level of achievement is good. The school has identified boys' attainment in reading as not being as good as girls' and has effectively implemented a strategy to address this. Children's attainment in ICT is in line with standards nationally and this is a considerable achievement. There has been an upward trend in levels of attainment over recent years and the school has successfully met its targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The overwhelming majority of children are very interested in their work and activities and all the school has to offer. They try their best to complete the work they are asked to do.
Behaviour, in and out of classrooms	Good. The overwhelming majority of children behave well in and around the school.
Personal development and	Very good. Relationships are very good and this has a positive impact

relationships	on learning and on children's personal development.
Attendance	Below average.

Children show considerable enthusiasm for school. They are interested in lessons and activities, they understand the impact of their actions on others and, even from a very early stage, they are learning to share and respect the feelings, values and beliefs of others. Relationships between children and adults and children themselves are very good. All these strengths make a very significant contribution to children's good rate of progress and help to create an environment where children enjoy learning. Attendance has improved; however, the amount of holidays taken in term time does depress the overall level of attendance.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
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.*

Overall, the quality of teaching is good, with a significant amount being very good. Only a very small amount of unsatisfactory teaching was seen. The quality of teaching in English and mathematics is good and as a result numeracy and literacy are well taught.. As a direct result of good and very good teaching children learn very well. The teamwork between all adults in classes is very good and makes an exceptional contribution to the quality of learning. In all lessons teachers are very effective in planning for, and meeting, the needs of all pupils. Children identified as having special needs have work which is well matched to their individual requirements.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and very good in the Foundation Stage.
Provision for pupils with special educational needs	Very good. The school is very well organised to meet these children's needs and provides for them very well.
Provision for pupils with English as an additional language	Very good and a significant strength of the school. Teachers and bi-lingual support staff are very effective in developing children's language and especially English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for children's' moral, social and cultural development; this is a strength of the school. Provision for spiritual development is good.
How well the school cares for its pupils	Very well. The school takes very good care of the children. It is an oasis of calm, caring support.

The school has a very effective partnership with parents. This is a significant strength and as a result parents have an extremely positive view of the school. The home school liaison officer has a high profile role in liaising with parents, both in their homes and in the community, and as a result a very

strong partnership has been forged. The curriculum is good overall and is very good for children in the Foundation Stage. The provision for all children, including the considerable number who speak English as an additional language and those who have a special educational need, is very good. The provision for ICT is very good and is clearly a major factor in raising children's standards in this area. The day-to-day care of, and personal support for, pupils is very good, and as a result children work confidently and grow in self-esteem; this makes a positive contribution to the standards they achieve.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good with many significant strengths. The school is very well led and managed. Throughout the school there is a very high level of shared commitment to improvement and to raising standards.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the strengths and weakness of the school. They are effective in fulfilling their statutory responsibilities.
The school's evaluation of its performance	The school is very good at monitoring and evaluating its performance and that of its children. This is closely linked to raising standards.
The strategic use of resources	This is very good and has a very positive effect on children's standards and on the school's provision overall. It is a significant strength.

The headteacher inspires considerable confidence in children, parents, staff and the community. She is very well supported by the deputy headteacher and all key staff. The school has made very good use of all available financial resources to ensure that there is a high level of skilled and knowledgeable staffing. This includes bi-lingual support, support for ICT, home school liaison, classroom support and nursery nurses as well as the teaching staff. This has a very positive effect on all aspects of children's learning and is extremely effective. The open plan nature of the school, the sloping site and the overall design of the accommodation presents staff with problems. Noise and distraction from the hall, teaching areas which are sub-divided into smaller areas and different levels have, on occasions, a limiting effect on teaching. The school manages these situations very well. The four area ICT suites are of very high quality and contribute very positively to children's standards. The principles of best value are well applied to all aspects of school life.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<p><i>All parents who returned questionnaires strongly agree, or agree, that:</i></p> <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They are kept well informed about their children's progress.</li> <li>• The school expects children to work hard.</li> <li>• The school is well led and managed.</li> </ul> <p><i>Over 90% of parents who returned questionnaires strongly agree, or agree, that:</i></p> <ul style="list-style-type: none"> <li>• Their children make good progress.</li> </ul>	<p>Parents did not identify any significant areas that they would like to see improved.</p>

<ul style="list-style-type: none"> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable approaching school about problems and suggestions.</li> <li>• The school is helping children become mature.</li> </ul>	
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During the Parents' Meeting, with a translator available, parents reinforced the high level of support for, and satisfaction with the school. Inspectors agree with all the positive responses made by parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1 The results of the 2001 National Curriculum tests for Seven year olds were well below the national average in reading, writing and mathematics. Teacher assessments for science indicate that children's performance was also well below the national average. In comparison with similar schools, the children's performance was above average in reading and average in mathematics and in writing. The indications are that the majority of children in the current Year 2 classes will attain similar standards. As almost all children start school with little or no English, this represents very good progress and they are achieving very well in relation to their prior attainment. The trend over the last few years has been one of steady improvement, which is a result of the successful implementation of the National Literacy and Numeracy Strategies and the significant amount of good teaching that children receive throughout the school. A notable feature of the teaching is the way that all staff work so very effectively, as a team, to support children's learning. The four bi-lingual support workers and the language development teacher play an important role in the exceptional provision for children to develop their English language acquisition and this results in them making very good progress in this aspect of their learning. The girls are significantly outperforming the boys in reading and the school is trying a variety of strategies to address this issue.

2 On entry to the nursery, most children show very low levels of attainment, especially in the key areas of literacy and numeracy. They experience a wide range of worthwhile activities that effectively develop them across all six areas of learning recommended for children in the Foundation Stage of learning. As a result of the good progress made, most children, by the age of five, achieve below the nationally agreed early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world, and are nearly meeting the expected levels in physical, creative and personal, social and emotional development. This represents good progress, which is a result of good quality teaching and children being provided with a stimulating learning environment that effectively prepares them for the programmes of study of the National Curriculum as they enter Year 1.

3 Most children make very good progress in their speaking skills, though they are still below average by the time they are seven. A key issue of the last inspection was to provide more planned opportunities for children to speak in a variety of situations in all subjects. This has been successfully dealt with and the introductions and plenary sessions of most lessons are used effectively to develop these skills. The listening skills of most children are satisfactory, helping them to give relevant answers to the teachers' questions. Teachers are very patient and take time to carefully explain the activities to the children, so that they gain an appropriate understanding of the work that they are to do.

4 Children make good very progress in their reading and, by the time they are seven, most achieve very well in relation to their very low skills on starting school, though standards are below those expected for their age. Many children do not show an appropriate ability to read accurately and confidently from texts appropriate for their age or to use a range of strategies to determine unfamiliar words, including the use of phonics to identify the initial sound and other blends. Very good use is made of guided reading sessions to develop children's reading skills. There are times, in mathematics and science lessons, when subject specific vocabulary is not effectively reinforced in a visual manner and, as a result, progress in learning new words is hindered.

5 Standards are below average in writing but most children make good progress as they pass through the school. Many children struggle to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly, and many lack the ability to use an interesting range of vocabulary or to demonstrate an awareness of the reader in their writing. Handwriting is untidy and the standard of presentation of written work, in most subjects, is below that to be expected. Teachers use a variety of appealing activities to capture the children's interest and motivate them to do well. The teaching of basic skills is good and the teamwork of the adults means that all children have a good work rate and make good progress in developing their writing skills. Children have personal targets in writing and, when they have achieved them, are involved in setting new ones so that they know what they need to do next to improve.

6 Children have opportunities to develop their literacy skills in an appropriate manner in other subjects. An example of this is the way they have written accounts of the voyage of the Mayflower, as part of their work in history.

7 Children's skills in numeracy are below average but are better than their skills in other areas of mathematics. They can count on in 2s and 10s and many can readily state the doubles of numbers up to 10. High attainers can competently count back in 2s from 20 to zero, and can mentally halve numbers up to 20. Most children can recognise odds and evens amongst numbers to 20 and higher attainers can do so with any two-digit number. Children can apply their numeracy skills in the context of other subjects, for example, when using computers to produce nets of solid shapes; when using various boxes and cylinders in design and technology; in artwork when producing Rangoli patterns; and in science when interpreting graphs of favourite fruits.

8 In science, standards are below average, but children of all abilities achieve well, because of the emphasis that teachers place on developing their knowledge and understanding by being involved in structured, practical investigational activities.

9 The provision for ICT, has been considerably improved with the creation of computer bays in each year group. This has enabled ICT to become an integral part of classroom activity. As a result, standards are average and pupils' achieve very well in relation to their prior attainment. Teachers make good use of information and communication technology to support children's writing development.

10 Standards in religious education are in line with the expectations of the locally agreed syllabus. The children gain a sound understanding of the traditions and beliefs of a variety of religions through visits, visitors, and direct teaching that uses a good selection of artefacts and other resources.

11 In history, children achieve standards below those expected but make significant progress on their skill levels on starting school, resulting from the good quality teaching that they receive. Standards in design and technology, art and music are satisfactory, with children making good progress in these subjects. In their musical activities, the children sing tunefully and with enthusiasm along with handling instruments carefully. There is insufficient evidence on which to make a secure judgement on the

standards in geography. Standards in physical education are below average, as a result of children not having sufficient opportunities to engage in sustained physical activity.

12 There is exceptional provision for children to develop their English language acquisition and this results in them making very good progress in this aspect of their learning. There are very good systems in place to support children with special educational needs, which enable them to make effective progress towards the targets in their individual education plans. The last inspection indicated the need to better support the average attaining children, and the school has been successful in doing this by directing the language development teacher to target and work with these children. 13 The girls are significantly outperforming the boys in reading and the school is exploring a variety of strategies to address this issue.

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

14 In Key Stage 1 relationships between teachers, all the support staff and the pupils are very good and this encourages children to try their best and work hard. These very positive relationships also contribute to promoting children's very good attitudes to work and their good standards of behaviour. Children's personal development is also good. Children's very positive attitudes and good behaviour have a positive impact on the standards they achieve.

15 Children's attitudes to work are very good. The overwhelming majority are very interested in their work and activities and all the school has to offer. They follow their teacher's instructions carefully and in the main try their best to complete the work they are asked to do.

16 The vast majority of children behave well in classrooms and when moving about the school. They behave well at lunchtime, both in the hall and outside at play. Children are friendly towards visitors and keen to show them the work they are doing.

17 Within the school community, the school gives high priority to ensuring that each child is valued. Children are skilfully encouraged to develop acceptance and understanding of each other and of the wider community. As a result of this, racial harmony exists throughout the school and the children play and socialise well together.

18 Children respond well to the opportunities for them to take responsibilities. Class monitors carry out small tasks such as taking the register to the office. Children in Year 2 are encouraged to set an example for those younger than themselves; they do so very well. Older children also have additional duties, for example, during assemblies pointing to the words of the song on the flip chart. They are obviously proud to be chosen for this task. Older children work well in small groups away from the direct supervision of an adult, for example during mathematics lessons.

19 Because the school has experienced technical problems with the computerised registration system, no totally accurate data is available for the previous school year. The figures for the last reporting year sent to the DfES indicate an overall rate of 93.78 per cent which is below that found nationally. However, data provided by the school for the first half term of this year shows overall figures are below 90 per cent. Unauthorised absence is minimal, but authorised absence is well above national figures. A significant number of families take extended family holidays during term time. During the last academic year 52 families representing 70 children (23 per cent of those on the school roll) were absent for at least six weeks each. Despite the schools very best efforts some parents, especially of reception age children, do not ensure that they attend school regularly. Both these factors

depress the overall rate of attendance. Absence interrupts children's learning and impacts on the progress they make. Children in the main arrive at school on time.

20 The school makes very good provision for children's moral, social and cultural development; this is a strength of the school. Provision for spiritual development is good.

21 Provision for children's spiritual development is good. Acts of collective worship (assemblies) are very good. They are well planned and link well to the religious education and personal, social and health programmes. They provide children with opportunities to consider moral issues and to gain an understanding of religious beliefs other than their own. Opportunities are provided for children to reflect, when the candle is lit and their 'thinking time' starts, how the themes of assemblies might apply to their own lives. Assemblies make a good contribution to children's personal development, because of the opportunities provided for them to participate, especially during the Friday celebration assembly. Here children can show good work and receive a range of awards; these opportunities contribute effectively to raising self-esteem. Religious beliefs and how they effect people's lives are effectively explored through religious education lessons. For example, children learn to understand why the baby Moses was placed in a basket amongst the reed bushes. Further opportunities for children's spiritual development are provided by well-planned visits to places of interest. Pictorial evidence shows the wonder on the children's faces when they saw fish for the first time during a visit to the Blue Planet aquarium. Although there is much very good practice, not all teachers consistently plan opportunities for children's spiritual development in lessons; this was an issue raised at the time of the previous inspection.

22 The arrangements to promote children's moral development are very good. The emphasis on acceptable behaviour is very good and is underpinned by simple but very appropriate school rules. The unobtrusive emphasis on promoting racial harmony and acceptance of others' values and beliefs is a considerable strength. A significant factor in the success of this aspect of the school's work is that all children are valued as individuals and there is equality for all within the school. All staff are very good role models and provide a very good quality of life for the children in a safe and supportive environment. Because of these very good aspects and the emphasis placed on mutual trust and respect, children learn the difference between right and wrong and of understanding others. Children also learn about those less fortunate than themselves. Each year they raise money for both local and national charities. Parents are very pleased with the values promoted by the school.

23 Very good provision is made for children's social development. Very good relationships underpin all of the school's work. From their earliest days in the school the values of sharing, caring and co-operation are promoted very well. In lessons children are taught to share resources and to learn to work together in small groups or pairs. Regular planned opportunities, such as the daily milk and fruit time, make a significant contribution to promoting good manners and co-operation. Opportunities for social contact outside the classroom, for example educational visits, also encourage social development.

24 Provision for children's cultural development is very good. Children are given a very good range of opportunities to learn about their own heritage, the nearby local heritage and cultures of the wider world. The cultural heritage of the children is regularly celebrated, for example, during Eid when a party is organised for both children and parents. Other festivals such as Christmas and Harvest are also celebrated. Awareness of other cultures is also planned into the curriculum, such as in mathematics making Rangoli mat patterns. Visitors also contribute to this area, such as theatre companies and African drummers. Children also make informative visits to museums, the local church, and local shops, to raise awareness of their cultural heritage.

## HOW WELL ARE PUPILS TAUGHT?

25 Overall, the quality of teaching is good, with a significant amount being very good. In 20 per cent of lessons teaching is satisfactory, in 48 per cent of lessons teaching is good, and in 31 per cent it is very good. This represents an impressive amount of good and very good teaching. Only 2 per cent of unsatisfactory teaching was seen.

26 Teaching in the Foundation Stage is good overall with a significant amount of very good teaching. Teaching is planned very well and has clear intended outcomes.

27 Teaching in personal, social and emotional development is very good. The bi-lingual support greatly eases children's introduction into nursery and the clearly gestured communication by English speaking staff ensures that routines are quickly understood. Children are taught to value and respect others. In a very good reception class lesson children listened well and followed instructions promptly. Children with special educational needs are very well supported and the safe caring environment ensures inclusion.

28 Teaching of communication, language and literacy is also very good and staff have a clear understanding of language development. Whenever necessary, gestures and translations are used to extend understanding and to reinforce learning. The widest spoken mother tongue language is continuously developed and valued, presenting children with a wider experience of both languages. For example, children in the nursery sing songs in both English and mother tongue. In reception, Ramadan and Eid are explained in mother tongue and children's understanding is assessed through questioning in English.

29 In mathematical development, teaching is good and in some cases it is very good. For example, in a reception class lesson on shape recognition, children were very well motivated and rose to the challenges set.

30 Teaching children knowledge and understanding of the world is good overall and some teaching is very good. For example, in one reception class lesson about toys that will roll, children were fully involved at every stage including in the concept of fair testing.

31 In physical development, teaching is mostly good and never less than satisfactory. However, children in reception sometimes need more challenge and opportunities are missed to develop skills. For example, in the best practice, children were asked to think about their own development of movement and to make their own suggestions. In other lessons, children were not as well challenged nor encouraged to observe or evaluate others' performances. The provision of high quality resources in the nursery challenges children to use fine motor skills in their manipulation.

32 Teaching of creative development is good. Children are shown how to use different materials and encouraged to use all their senses to explore them. Imaginative play is always encouraged and children are taught how to play.

33 Very good relationships between the staff and children contribute to very good class control. At the present time, the school is experiencing difficulty in the recruitment of teaching staff within this key stage. The nursery and reception areas both have teaching vacancies which are covered by a supply teacher and an extra nursery nurse. However, the Foundation Stage is very well staffed and includes bi-lingual support, classroom support assistants, nursery nurses and part-time special needs support teaching. Because of the favourable number of staff, children always have someone to turn to but there are also many opportunities for children to be independent. A strong sense of teamwork

between teachers and very good support staff contributes significantly to the good provision that exists in the Foundation Stage.

34 Teaching and learning in Key Stage 1 are good in English, mathematics, science, art, music, history and design and technology and satisfactory in religious education and physical education. Teaching is very good in ICT because of the high degree of direct teaching given and many opportunities are taken to use ICT to assist learning in other subjects of the curriculum, especially in mathematics and science. Insufficient lessons were observed during the inspection period to enable secure judgements to be made about the quality of teaching and learning in geography.

35 A key feature of teaching is the highly efficient and effective use of material and human resources in order to maximise learning opportunities for children. Teachers and support staff work in close partnership to present a consistent and supportive ethos in classrooms. In all lessons, children's behaviour is managed very effectively. Children respond co-operatively as a result of the good levels of mutual respect between staff and children.

36 The basic skills of literacy and numeracy are taught well. Teachers' good delivery of the National Literacy and Numeracy Strategies is enabling all children to achieve well in English and mathematics. The very good work of nursery nurses and classroom support assistants, allied to excellent bi-lingual support, makes a considerable contribution to children's learning, especially in English and mathematics.

37 An example of very good teaching in English was seen in a Year 1 class. The teacher's precise modelling of correct pronunciation, and the emphasis she placed on careful listening, enabled children to make distinct gains in learning.

38 Some very good teaching was seen in mathematics lessons, including two in Year 1. Notable features of these successful lessons include: excellent relationships between teachers and children; sensitive treatment of their errors; very good support from other staff; and very effective conclusion to the lessons where children were reminded of the key aspects of learning.

39 A further example of very good teaching occurred within a science lesson involving Year 2 children. A striking quality of this teaching was the teacher's clear use of scientific language and effective questioning that reinforced children's understanding and predictive skills about electrical insulation and conductors. Two other examples of very good teaching were observed in Year 2 music and religious education lessons. In each case the teacher's clear, precise speech, lucid explanations and excellent relationships resulted in very good gains in learning.

40 In physical education lessons, where teaching is barely satisfactory, too little is required of children, resulting in satisfactory but slow gains in skills and physical endurance.

41 Very good systems of assessing, recording and checking individual children's progress, particularly in English, mathematics and science, are used as a secure basis from which to plan future work. This means that teachers are able to present work at levels that are appropriately matched to children's prior attainment and therefore enables them to build on what they already can do, know and understand.

42 Teaching is good for children with special educational needs. Lesson planning reflects the fact that teachers and support staff have a good level of awareness of the needs of individual children. All staff respond sensitively and appropriately to the needs of all children, especially for those who have statements of special educational need.

43 Homework is set appropriately in line with the school policy and supplements work done in school. Children are visibly excited when they are set work to be done at home.

44 There has been a significant improvement in teaching since the last inspection when there was a small amount of unsatisfactory teaching i.e. five per cent of lessons. There is now only two per cent of unsatisfactory teaching and the amount of good and very good teaching has increased from 43 per cent to 75 per cent. This improvement is attributable to: the combined effect of monitoring teaching throughout the school; much improved planning, undertaken by all staff in a year group area, leading to a better match of work to the needs of individual children; and outstanding teamwork amongst the staff.

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

45 The curriculum provided for children in the Foundation Stage of learning is good, with a strong emphasis on promoting their language and their personal, social and emotional development. This is important, as most children start school with little or no English, and this emphasis allows them to gain confidence and quickly settle into everyday routines. The teachers and other adults working in the nursery and reception classes, provide a stimulating learning environment for the children in their care, leading to them making good academic progress and being well prepared for the programmes of study of the National Curriculum, as they enter Year 1. Children in Years 1 and 2 are provided with a broad, balanced and relevant curriculum, which meets all statutory requirements of the National Curriculum and the demands of the locally agreed syllabus for religious education. The National Literacy and Numeracy Strategies are being successfully implemented, which has been a factor in the steady improvement in standards in English and mathematics since the last inspection. The improvement in planning in these two subjects means that there are now more opportunities for the skills learned in literacy and numeracy lessons to be used, to enhance learning in other curriculum areas. There has been much improved provision for ICT, with the creation of computer bays (study areas) in each year group, which has enabled ICT to become an integral part of classroom activity. The curriculum is enriched by the school's involvement in national and local initiatives. This has enabled the school to provide further significant learning opportunities for its children and has had a positive effect on standards. This is exemplified by the way that a Single Regeneration Budget project has been used to provide specialist teaching of ICT skills for all children, successfully raising their attainment in this subject. Funding from the Ethnic Minority Achievement Grant has enabled the school to employ four bilingual support workers, a language development teacher, a home school liaison officer and a part time nursery nurse. All of these play a very significant role in supporting children in their language acquisition so that they may be taught and learn.

46 There is good provision for children to experience personal and social education, including health education, as part of the 'Healthy Schools Scheme'. There are opportunities for children to take part in a variety of visits and to work with visitors in school, effectively developing their social skills. Children are encouraged to work collaboratively, in pairs and small groups, as well as taking turns to share equipment fairly. They are also encouraged to follow a healthy lifestyle, through such activities as discussing which foods are good for you. Each day there is time when children have a drink of milk and a piece of fruit and this is used effectively to encourage them to co-operate with each other as well as learning about taking other people's feelings into account. As part of their work in science, the children are also made aware that medicines are drugs and can be dangerous if misused. During the weekly celebration assembly, each class is awarded with a 'Headteacher's Certificate' which is sometimes presented for showing positive behaviour such as being kind, caring or helpful.

47 There is a very strong emphasis on the school being a socially inclusive community and it is very successful in ensuring that all children have equal access to the curriculum. Equality of opportunity is implicit in all the work of the school, with the examples set by all staff being fundamental to this provision. Exceptional provision is made for children to develop their English language acquisition and this results in them making very good progress in this aspect of their learning. Very good systems are in place to support children with special educational needs, enabling them to make effective progress towards the targets in their individual education plans. The last inspection indicated the need to better support the average attaining children, and the school has been successful in doing this by directing the language development teacher to target and work with these children. The school has been very successful in improving planning procedures since the last inspection, especially in English and mathematics, so that activities are based on the national literacy and numeracy planning frameworks, to ensure continuity and progression of learning. Each year group plans as a team ensuring that children in parallel classes are given the same learning experiences. The medium-term plans are checked by the co-ordinators to ensure full coverage of National Curriculum requirements, while the headteacher monitors weekly plans to make sure lesson evaluations are used to set appropriately challenging work. These planning procedures provide teachers with effective information about the key learning objectives and skills to be taught, so that they are able to give work that suitably builds on children's prior learning.

48 All children have opportunity to take part in a wide variety of educational visits. These enrich the curriculum by providing further significant learning experiences and have included visits to the Blue Planet Aquarium, Blackpool Zoo and Lytham St. Anne's. They visit Oldham town centre to learn about the facilities there, and the local interest centre to support their work in history. There is also effective use of the immediate surroundings of the school, including Alexandra Park, to develop children's learning in science and geography. The children in Year 1 traditionally take part in the Oldham Schools' Choral Speaking competition, held each year at the Coliseum Theatre. The school arranges for many visitors to come to school, including storytellers, artists, musicians, puppeteers and drama groups, to work with children towards developing their skills across a range of areas.

49 The good links with the community make an effective contribution to children's learning. The vicar of St. Mark's Church comes into school to take assemblies, helping children to deepen their knowledge and understanding in religious education. The links with the Iman and visits to the mosque also play an important role in this aspect of their learning. There are close links with the health centre, and the school nurse and dentist make regular visits to help children to develop a healthy lifestyle. Representatives from the local police and fire services talk to children to help develop their understanding about a range of issues, including the dangers of the misuse of fire. Links with the Coliseum Theatre have enabled children to take part in competitions, find out how theatres work and watch performances. There are opportunities for children to raise money for a variety of local and national charities, including the 'Oldham Scanner Appeal', 'Children in Need' and 'Comic Relief'. As a result of being involved in these activities, children gain a good understanding of the needs of others. The strong links with parents effectively support the children's learning, as is exemplified in the way parents work alongside their children at the start of the day in the nursery and reception classes. The children have opportunity to work with the Education Business Links partnership in Oldham, in which they have learned how to make emergency phone calls, developed their understanding of electricity and contributed to a website about the Glodwick area. There are also effective links with the partner junior school, with staff working closely together to ensure that the children are well prepared for when they transfer to the school.

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

50 The headteacher and all staff know the children very well and provide a very safe, supportive and caring environment for them to work in. Day to day personal support for pupils is very good, and,

because of this, children work confidently and grow in self-esteem; this makes a positive contribution to the standards they achieve.

51 The arrangements for child protection are very good. The designated person has received appropriate training, and teachers are aware of the procedures to follow if they have any concerns about children in their care. Issues are dealt with sensitively and with great care. Overall arrangements for health, safety and welfare are very good. Health and safety arrangements are good but are informal. Good attention is given to day-to-day health and safety. For example, children from the nursery walk to and from the building all holding onto a safety rope and are well supervised by adults. Risk assessments are carried out regularly by the local education authority. However, there are no regular, formal safety tours carried out of the school building and site and no governor is nominated as responsible for health and safety matters. First aid training for a sufficient number of staff is up to date. There are very effective arrangements to inform parents about illness or accidents at school. Children are well supervised at all times and the mid-day supervisors have received appropriate training to undertake their roles. There are very good arrangements to settle children into nursery education and to support them when they move to the reception class to start full time education. Good liaison with the junior school to which the children transfer ensures their smooth transition to their next stage of education.

52 The school's arrangements for monitoring and promoting appropriate behaviour are very good. They are firmly based on the school's simple but appropriate rules. These are very suitable for the age range of the children. They are well displayed in pictorial form, which is a very good feature because many of the younger children have limited English language skills. Appropriate behaviour, effort and achievement, in all aspects of school life, are regularly and frequently rewarded. Much emphasis is placed on celebrating achievement during the Friday assembly. Sanctions are rarely used, but when they are, it is appropriate for the age of the children. The school has very good procedures to eliminate bullying and any form of harassment. Very good relationships, mutual trust and respect between all staff and children, and the values of co-operation, which are promoted very well from children's earliest days in the school, all contribute to the success of this area.

53 The procedures to monitor and promote regular attendance are very good. The home school liaison officer plays a significant role as she is able to visit families or telephone them if the attendance of their children is giving cause for concern. The headteacher and the home school liaison officer have a very good overview of attendance patterns and are well aware of those children whose attendance is not regular. Holiday taken during term time, especially extended family holiday, is very closely monitored. Regular and improved attendance is rewarded. The school has many initiatives in place to encourage attendance and good punctuality, including star charts and the class of the week award. However, it is not complacent and reviews these strategies regularly to ensure they are still effective.

54 The arrangements to monitor children's personal development are very good. Teachers and the bilingual support staff constantly share and record on going information about individual children. A half day is given to the exchange of relevant information before a child moves into the next class. Detailed records are kept and these can be used to identify children who might lack confidence or independence. These systems enable teachers to build up an individual picture as each child moves through the school. The arrangements to promote personal development are good. The opportunities to take on responsibility as a class monitor and to take part in the Friday or other assemblies or school concerts all contribute to raising children's self-confidence and self-esteem. However there are some missed opportunities to give children responsibility. For example, teachers often give out the fruit or milk rather than encouraging children to do so and, during physical education, teachers often hand out equipment rather than asking pupils to select their own.

55 The very good monitoring of the children's academic performance and effective use of assessment information are very well used to plan future work. There is a very successful whole school system of assessment and record keeping, which is used by teachers to decide children's levels of attainment and set targets for improvement, especially in English, mathematics. The school recognises the need to expand these record-keeping procedures to incorporate subjects not already covered. Very effective procedures are in place to analyse the statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual children. This has resulted in the school targeting an improvement in the attainment of boys in reading. Teachers effectively use assessment information to evaluate children's performance and to plan future work to meet children's needs. Good use is made of assessment information to plan work for children with special educational needs. The information from the initial assessments carried out when children start school is used very effectively to plan learning experiences in the Foundation Stage. Good systems are in place to monitor the achievements of different groups of children, resulting in the school being effective in meeting the needs of children of different levels of attainment.

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

56 The school has a very effective partnership with parents. This is a significant strength.

57 From children's earliest days all staff work very hard to welcome parents and encourage them to become involved in their children's education. A key feature in the success of this aspect of the schools work is the exceptionally effective and enthusiastic participation made by the home school liaison officer. Because of her high profile role in liaising with parents, both in their homes and in the community, a very strong partnership is forged. The bi-lingual support workers attached to each year group also make a very significant contribution to this partnership because they are readily available at both the start and end of the school day to offer translation facilities should parents wish to talk to teachers.

58 At the start of the school day parents are encouraged to work alongside their children: a great many do so, effectively involving them in their children's learning. Family literacy, ladies' English classes, mother and toddler groups and regular parent workshops are some of the many initiatives the school organises. These initiatives involve parents in school life but are also valuable opportunities to provide information for them. The school regularly reviews the opportunities it offers parents. For example there are clear plans for other activities such as the father/son learning initiative 'it's a man's thing'. Each year the school seeks the views of parents and is keen to listen to any suggestions they make. As a result of one such consultation a school uniform is soon to be introduced. Although no parents help in school and there is currently no parents association, parents do show tremendous support for organised events such as the Friday assembly, Eid celebration and concerts to celebrate harvest or Christmas. The annual meeting between parents and governors is also exceptionally well supported. These findings confirm the extremely positive views expressed by parents both at the pre-inspection meeting and through the questionnaires.

59 Information provided for parents is good overall. Because many parents do not speak English as their first language, the school tries hard to cater for this. Much information is communicated verbally by teachers and the bi-lingual support workers. Nevertheless there is still good quality written information such as regular newsletters, the school brochure and general day-to-day information. There are also well-positioned notice boards and information displayed on doors into classrooms. The parents' week, held each term, gives parents regular opportunities to discuss their children's progress or how they have settled to school life. There is virtually 100 per cent attendance at these events. Written reports for parents about their children's progress are satisfactory. Teachers' comments give a good overview of children's personal and social development. Reports in the Foundation Stage do not cover all the areas of learning. However, comments relating to progress are variable in quality and often lack sufficient detail about what children can do; this was an issue raised at the time of the previous report. Teachers and bi-lingual support workers ensure the content of each report is read to parents when they collect it: this is a very good feature.

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

60 The leadership and management by the headteacher and key staff are very good and are an extremely significant factor in the harmonious and successful running of the school. The high quality of leadership, teamwork, the sense of community and the commitment of all staff ensure that the school is exceptionally successful in meeting its stated aims. The school is a well-balanced and flourishing organisation, very highly valued and respected by parents and the surrounding community. The school has great strength in its approach to inclusive education, equality of opportunity and fairness. Inclusion

permeates all areas and policies of the school and is a key facet of the management and structure of the school.

61 The school has an extensive and very successful management structure consisting of 'area' teams, one for each year of children. These teams meet regularly to plan and to evaluate. The team leaders then, together with the headteacher and deputy headteacher, meet as the senior management team.

62 Governors are very supportive of, and committed to, the school and are playing an ever-increasing part in school development. Most of the governing body have a very good understanding of the school's strengths and areas for development and especially of the school context and the difficulties facing it and the surrounding area. They play a significant role in shaping the school's future development and are determined, together with the headteacher, to further improve standards and children's levels of achievement.

63 Monitoring and evaluation of all aspects of the schools work are very good, with the area teams and the extended senior management team being important parts of this. The headteacher and deputy have a very good knowledge and understanding of the school's strengths and of the areas which they want to develop. The school development plan is a very effective and detailed tool for school improvement.

64 The school makes very good strategic use of its available resources including the additional funding for pupils for whom English is an additional language. The use of these various sources of funding contributes greatly to very good pupil achievement. The school's commitment to an excellent home school liaison officer is a good example of how important initiatives are facilitated and supported by careful and effective use of funding. Decisions made in setting the budget are appropriately taken in relation to the educational priorities; for example, in providing ICT study areas and in having an ICT non-teaching assistant to work with groups in these areas is very effective, as is the support for pupils with special educational needs, and those for whom English is an additional language. The school budget is closely monitored. Although satisfactory, the school's use of ICT for day-to-day administration is not as well developed as in many similar schools.

65 The school has very good procedures for monitoring, evaluating and developing teaching and for improving standards. In particular, lessons and standards of work in literacy and numeracy have been suitably monitored by the headteacher and subject co-ordinators respectively, and this has led to the school improving its teaching in these subjects. Similarly, the school makes very good use of its analysis of assessment data to target specific areas of teaching to bring about improved standards. The school governors and staff are committed to raising standards.

66 The management of special educational needs is very good. The special educational needs co-ordinator works very closely with all staff and has a detailed knowledge of the Code of Practice and procedures and of children's needs. This ensures that the special educational needs register is kept up to date and that relevant information is clearly communicated to others. The school involves parents and outside agencies appropriately to support pupils' learning. Provision for pupils with special educational needs is very good and has been significantly enhanced by the school's commitment of funding for extra classroom support assistants.

67 Staffing levels are very good and all are well deployed to promote pupils' learning. The school is highly committed to the continuing professional development of staff, as evidenced by its induction process for new teachers and the encouragement given towards in-service training of all teachers. Classroom support assistants, bi-lingual support staff, ICT support staff, the home school liaison officer

and nursery nurses contribute significantly to the learning and progress made by all pupils and for those with special educational needs.

68 Resources are good overall and are very good for ICT. Resources are bought by applying the principles of best value and staff make effective use of resources. Very good use is being made of the ICT study areas enabling pupils both to develop ICT skills and to apply such skills in their work in other subjects. Given the above average income it receives, the good teaching provided, and the very good achievement of pupils, the school is providing good value for money

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

69 There are no areas for improvement that are significant enough to be identified as key issues.

However, governors, headteacher and staff might wish to consider the following for inclusion in the action plan:

- The school works very hard and is very successful in the development of English as an additional language. The school is aware of the need to ensure that its policies and strategies are consistently implemented in all areas. The school also recognises that the improvement in children's technical language in mathematics, science and history remains an area for development.
- The school's use of information and communication technology for day-to-day administration is an area for further development.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	12

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	19	29	12	1	0	0
Percentage	0	31	48	20	2	0	0

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	76	248
Number of full-time pupils known to be eligible for free school meals	7	63

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y3
Number of pupils with statements of special educational needs	2	0
Number of pupils on the school's special educational needs register	4	71

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	323

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	30

### *Attendance*

#### **Authorised absence**

	%
School data	9.75

#### **Unauthorised absence**

	%
School data	0.2

National comparative data	5.7
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National comparative data	0.5
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*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
	2001	36	42	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	31
	Girls	32	30	32
	Total	54	51	63
Percentage of pupils at NC level 2 or above	School	69 (65)	65 (65)	81 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	28	24
	Girls	32	34	26
	Total	54	62	50
Percentage of pupils at NC level 2 or above	School	69 (64)	79 (79)	64 (65)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	240
Bangladeshi	6
Chinese	0
White	1
Any other minority ethnic group	1

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

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

#### **Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	27
Average class size	27

#### **Education support staff: YR – Y3**

Total number of education support staff	7.25
Total aggregate hours worked per week	238

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	5.4
Total aggregate hours worked per week	175
Number of pupils per FTE adult	5

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

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

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

### ***Financial information***

Financial year	2000
	£
Total income	731527
Total expenditure	734674
Expenditure per pupil	2610
Balance brought forward from previous year	52979
Balance carried forward to next year	49833

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	324
Number of questionnaires returned	39

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	59	36	5	0	0
Behaviour in the school is good.	62	36	3	0	0
My child gets the right amount of work to do at home.	59	26	10	0	5
The teaching is good.	62	36	3	0	0
I am kept well informed about how my child is getting on.	59	41	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	0	0	3
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	59	38	0	0	3
The school is well led and managed.	59	41	0	0	0
The school is helping my child become mature and responsible.	62	36	3	0	0
The school provides an interesting range of activities outside lessons.	59	31	3	0	8

## **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**

70 The Foundation Stage curriculum is taught within two nursery and three reception classes. The nursery is a separate building and caters for both full and part-time children. At the present time the school is experiencing difficulty in the recruitment of teaching staff within this stage. The nursery and reception areas both have teaching vacancies which are covered by a supply teacher and an extra nursery nurse. However, the Foundation Stage is very well staffed and includes bi-lingual support, classroom support assistants, nursery nurses and part-time special needs support teaching. Both reception and nursery are overseen by area co-ordinators who are part of the school management team.

71 Although the nursery and main school buildings are physically apart, the co-ordinators plan together and meet regularly to ensure that the curriculum caters for all areas of learning and the progression of the children. Nursery children attend assemblies and have physical education lessons in the school hall. There has been improved liaison that has ensured a consistency of progress.

72 Children begin their nursery education with little or no English and are therefore at a very low starting point. They quickly settle into the school and make good progress throughout the Foundation Stage. By the time they begin the National Curriculum in Year 1 most are at standards of attainment that are well below national expectations in communication, language and literacy, mathematical development and knowledge and understanding of the world. However, many are able to communicate in English in a variety of situations and find ways to make themselves understood. In physical development, creative development and personal social and emotional development most children reach standards of attainment that are below national expectations but a few reach standards of attainment that are in line with national expectations.

73 The good progress made across the Foundation Stage is attributable to overall good teaching with a significant amount of very good teaching. There was no unsatisfactory teaching. The high standard of teaching by support staff and particularly the contribution made by the bi-lingual support staff have made an exceptional contribution to the progress and language development of the children. There are very good relationships and teamwork amongst all staff.

#### **Personal, social and emotional development**

74 When the children start in the nursery they join a community which communicates routines in English, a language that most do not understand or speak. Teaching in this area is very good. The bi-lingual support greatly eases any trauma and the clearly gestured communication by English speaking staff ensures that routines are quickly understood. Staff are caring and children feel secure.

75 Attitudes and behaviour throughout the Foundation Stage are good and in many lessons they are very good. Children listen well and usually behave appropriately.

76 Parents are welcomed into the start of every day and, over an extended period, many support their child in his or her chosen activity or remain with them until they have settled. The adult to pupil ratio is high and children always have someone to turn to but there are also many opportunities for children to be independent.

77 They are taught to value and respect others. In the nursery, children were asked to take great care of the special things on the display for Ramadan.

78 In a very good reception class lesson children listened well and followed instructions promptly. They praise each other and are enthusiastic. In both nursery and reception classes children are independent and able to sustain their play and work without direct adult supervision.

79 The more restrictive layout of the reception area limits children's choice of some independent activities particularly craft, sand and water. The school has tried to overcome this and all the children have set periods of time in the craft area within small groups. Their activities are well planned and very well taught including encouraging children to make appropriate choices.

80 Children with special educational need are very well supported and the safe caring environment ensures inclusion.

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

81 By the beginning of Year 1 all children who have attended the Foundation Stage have English as an additional language but at the start of their time in school most are unable to speak or understand English. From this very low starting point they learn to communicate in both mother tongue and in English, making good progress. Standards of attainment are well below national expectations but they are able to access all areas of the curriculum with growing understanding.

82 Teaching is very good and staff have a clear understanding of language development. Whenever necessary, gestures and translations are used to extend understanding and to reinforce learning. The widest spoken mother tongue language is continuously developed and valued, presenting children with a wider experience of both languages. For example, children in the nursery sing songs in both English and mother tongue. In reception, Ramadan and Eid are explained in mother tongue and children's understanding is assessed through questioning in English. In the nursery, one little girl, who can speak some English, spontaneously translated an instruction given in mother tongue.

83 Role-play is provided in all the classes and seen as an integral part of language development. Puppets are used both in class lessons and as part of chosen activities. Listening skills are developed through the provision of listening centres and through the encouragement of careful listening in lessons. The light, open aspect of the nursery and the organisation of timetables provide space and opportunity for quiet times and encourage listening. The open plan reception area is generally more noisy as children's confidence and language grow but planning and organisation result in good opportunities for listening.

84 From the beginning, children are provided with opportunities to develop reading and writing skills. Children often select books to look at and in reception they take home reading and library books. The books are carefully discussed with the staff and, where necessary, stories are explained in mother tongue. Most displays and many books are in dual language, exposing children to the print of two languages. Library areas or book corners are well stocked and provide a variety of texts.

85 Provision is made for children to write and draw with a variety of implements including pencils, felt tipped pens and chalk. Children use the writing tables and are encouraged to see a purpose for writing, such as party invitations.

86 Children with special educational needs make good progress and staff provide pictures for communication for those with no speech.

### **Mathematical development**

87 From a similar very low starting point in mathematical development, children, including those with special educational needs, make good progress and although standards of attainment at the end of the Foundation Stage are well below national expectations they are beginning to understand mathematical language and concepts.

88 Children learn about the days of the week and months of the year and simple shapes. They experience number, shape, space and movement through games such as number cards, matching, songs and construction toys. Children are encouraged to count and to recognise numerals throughout the day such as in counting buttons for their playdough teddy bears or using coins in their role-play toyshop. Children make patterns using pattern boards, and a bean diary develops understanding of measurements and the passage of time.

89 Teaching overall is good and in some cases it is very good. For example, in a reception class lesson on shape recognition, children were very well motivated and rose to the challenges set. In this lesson children attained standards which were only a little below national expectations.

90 There are many incidental opportunities for mathematical development such as in counting the number of children in the nursery. All the classes display numerals and some are in dual language. Children use a variety of construction toys to explore and learn about three dimensional shape, they make models using boxes and show interest in movement when playing with the train set. During creative activities children make decisions about how much to cut from material to make the eyes or mouth of their paper bag puppets. They are beginning to learn to write numerals and to match the numbers of objects to the numeral.

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

91 When the children start in the nursery their knowledge and understanding of the world is very limited and standards of attainment are very low. As learning is mainly through the medium of English, the children need a great deal of support to develop this understanding. Although children begin Year 1 with standards of attainment well below expectations, the high adult pupil ratio and provision of bilingual staff have resulted in good progress by all groups. Staff value and cultivate the children's and their families' knowledge and first hand experiences of two cultures. For example, staff from the nursery asked one child about her forthcoming visit to Pakistan and what she hoped to see and do there. Children in reception talk about their experiences of Ramadan and Eid.

92 Teaching is good overall and some is very good. For example, in one reception class lesson about toys that will roll, children were fully involved at every stage including the familiar concept of testing. They clearly identified and sorted toys that could and could not roll. Standards of attainment in this lesson were only just below national expectations. Other reception aged children played in the sand with construction vehicles; they cleared a space to build their road and discussed whether they could make a house out of sand. They sensibly answered questions regarding the suitability of sand to build a house.

93 Children are given a variety of opportunities to learn about their environment. In the nursery, children test objects in the sand with magnets and they are encouraged to look at the materials the objects are made from. As the children's English is very limited, staff offer appropriate vocabulary and help with translations.

94 Children collect leaves from outside and print with them, learning about colour texture and seasons. Visits to the locality develop an understanding of others' lives. Children learn about their own and others' religions through assemblies and through images displayed around classes. They learn about their own body and are assessed in their knowledge and understanding in both mother tongue and in English. The children discuss differences between living and not living and between day and night.

95 The children find the understanding of past events very difficult, as their understanding of the English language is not well enough developed to extend to more abstract concepts. Staff encourage children to think about what happened in the immediate past such as yesterday or last week.

96 Standards of attainment in ICT are mostly in line with national expectations. The nursery and reception areas have their own ICT suites and children are timetabled to use the suites. They are taught very well in small groups and many children in the nursery can use programs to develop skills in mouse control. Children learn to manipulate shapes and to fill with colour, identifying tools from icons. They are able to use a pencil within a program with some control and place objects to make pictures. Some reception children can find their way through a program to reach their favourite story. Many reception aged children can work independently on the computers.

### **Physical development**

97 Standards of attainment in physical education are mainly below expectations at the end of the Foundation Stage. However, a significant minority achieve standards in line with expectations.

98 Children can ride a variety of wheeled toys including larger stabilised bicycles in reception. Each area has a large shed for a variety of outside equipment including those for imaginative play. There are markings, such as a zebra crossing, and covered areas for play in all weathers. Nursery children are successfully taught how to throw and catch using different balls. Reception children are learning how to form a circle and hold hands in circle games. They learn to take turns and to work as a group.

99 Teaching is mostly good and never less than satisfactory. However, children in reception sometimes need more challenge and opportunities are missed to develop skills. For example in the best practice children were asked to think about their own development of movement and to make their own suggestions. They made simple evaluations and clear improvement was observed. In other lessons children were not as well challenged nor encouraged to observe or evaluate others' performances. As a result standards were not as high. Progress in physical development for all groups across the nursery is good and it is satisfactory in reception.

100 Children are beginning to be aware of space and can vary movements by changing speed. They are also beginning to become aware of their own bodies. Most reception children are able to change clothes independently and almost all nursery children can put on their own coats.

101 Opportunities are provided for the development of both gross and fine motor skills. Children cut materials to the required length and size, sometimes with assistance. A reception child, holding a length of shiny tape required for his puppet, made his meaning clear when he asked the nursery nurse

“Can you make this big little?” She understood that he required help in cutting the length shorter and encouraged him to make a decision about the length and to try to cut it himself. Other children in the same group used teddy cards to thread laces with varying success. All children showed persistence and were happy to try again.

102 The provision of high quality resources in the nursery, such as a dolls' house and a very good selection of furnishings, challenges children to use fine motor skills in their manipulation. Throughout the Foundation Stage children are given opportunities to use construction kits to join or build in a variety of ways and jigsaws, puzzles and playdough to develop a variety of skills. Creative development provides opportunities to paint with different brushes or use media such as oil pastels and a variety of printing tools. Children show a growing control in their use of all tools and are sometimes asked to help others to achieve success.

103 Children are beginning to become aware of keeping healthy and fruit and milk snack times and some assemblies reinforce the importance of looking after themselves.

### **Creative development**

104 Although children are at a very low starting point in their experience of media for creative development, they very quickly learn to enjoy many different experiences and reach standards of attainment at the end of the Foundation Stage that are below expectations. However, higher attaining pupils reach standards that are in line with expectations.

105 Teaching of creative development is good. Craft is timetabled and children are shown how to use different materials and encouraged to use all their senses to explore them. Children in the nursery make teddy bears from playdough, use oil pastels to explore colour and paint pictures of cars. Reception children make puppets using a variety of textured materials, use tissue and paint to make silhouette pictures or print using different wheels.

106 Imaginative play is always encouraged and children are taught how to play. In the nursery one little girl in the home corner held an animated conversation in her home language whilst using a carrot to represent the telephone. Small world resources, roadways, train sets and construction toys throughout the Foundation Stage are used to encourage imaginative play. There are role-play areas in each class and in reception children took on the role of shopkeeper in their toyshop, looking for the toys that customers wanted to buy.

107 Children in nursery sing songs in English and in mother tongue and join in singing and actions as soon as they are confident. In reception, children have dance lessons and percussion instruments were used to represent train movement. However, there is little opportunity for children to creatively interpret music through their movement. Responses through movement needs to be linked more closely to the children's own experiences.

108 There has been a very good improvement in the Foundation Stage since the previous report. The curriculum is fully in place and planning, record keeping and assessment are very good. Both area co-ordinators work very hard to develop all the areas of learning and to ensure that children progress well. Liaison between the school and nursery is good. Accommodation in the nursery has improved considerably and new equipment has been provided for all the children.

### **ENGLISH**

109 The results of the 2001 National Curriculum tests for seven year olds were well below the national average in reading and writing. However, in comparison with similar schools, standards are above average in reading and average in writing. The indications are that the majority of children in the current Year 2 classes will attain similar standards. As almost all children start school with little or no English, this represents very good progress and they are very achieving well in relation to their prior attainment. The trend over the last two years has been one of steady improvement, which is a result of the successful implementation of the National Literacy Strategy and the significant amount of good teaching that they receive throughout the school. The girls are significantly outperforming the boys in reading and the school is trying a variety of strategies to address this issue.

110 The quality of teaching is good, with a strong emphasis on the teaching of basic skills in reading and writing. The teachers plan thoroughly to follow the structure of the literacy hour and prepare and resource their lessons in an effective way, so that children of all abilities are set challenging work. This shows that the school has improved the way that average attaining children are supported since the last inspection, by directing the language development teacher to target and work with them. A notable feature of the teaching is the way that all staff work very effectively as a team to support children's learning throughout the school. The four bi-lingual support workers and the language development teacher play a very important role in the exceptional provision for children to develop their English language acquisition and this results in them making very good progress in this aspect of their learning. The children with special educational needs are also well supported, enabling them to make effective progress towards the targets in their individual education plans.

111 As a result of this good quality teaching, the children make very good progress in their speaking skills, though they are still below average by the time they are seven. A key issue of the last inspection was to provide more planned opportunities for children to speak in a variety of situations in all subjects. This has been successfully dealt with and the introductions and plenary sessions of most lessons are used effectively to develop these skills. This was evident when children in Year 2 were talking about the text 'Bears in The Night'. In this lesson, the expertise of the co-ordinator gave the children the confidence to take full part in discussions that effectively developed their communication skills. However, in some lessons there was a lack of expectation of what children could achieve and they were only required to give one word answers rather than in sentences, which they were capable of doing. Though the children are confident when talking to others, they are limited in their ability to retell stories that they have read and to speak in a creative and imaginative manner. The school recognises this as an area for development and is exploring a variety of strategies, such as providing more opportunities for role-play and drama activities, to improve this aspect of children's learning. The listening skills of most children are satisfactory, which help them to make relevant answers to the teachers' questions. Teachers are very patient and take time to carefully explain the activities to the children so that they gain an appropriate understanding of the work that they are to do. The open plan layout of the school means that, at times, noise levels from other areas adversely affects the children's concentration and their ability to listen to and follow their teacher's instructions.

112 Children make very good progress in their reading and, by the time they are seven, most achieve very well in relation to their very low skills on starting school, though standards are below those expected for their age. Many children do not show an appropriate ability to read accurately and confidently from texts appropriate for their age or to use a range of strategies to determine unfamiliar words, including the use of phonics to identify the initial sound and other blends. There is very good use of guided reading sessions to develop children's reading skills. A very good example of this was seen in a lesson for children in Year 1, taken by the language development teacher, in which her questioning skills and high expectations of what they could achieve enabled them to make good progress in their ability to recognise plural endings in words. There are times in mathematics and science lessons when subject specific vocabulary is not effectively reinforced in a visual manner and, as a result, progress in

learning new words is hindered. The library areas provide stimulating environments for children to gain an enjoyment of reading and, in classrooms, there is a good variety of fiction and non-fiction books to enable teachers to develop pupils' reading skills. Each classroom provides a word rich environment, with displays in all subjects being used effectively to challenge and develop the children's reading skills.

113 Standards are below average in writing but most children make good progress as they pass through the school. Many children struggle to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly. There is also a lack of ability to use an interesting range of vocabulary or to demonstrate an awareness of the reader in their writing. Handwriting is untidy and the standard of presentation of written work in most subjects is below that to be expected. Teachers use a variety of appealing activities to capture the children's interest and motivate them to do well. This was seen in Year 1 lessons, when children were studying the text 'Handa's Surprise' and were able to handle and talk about pieces of fruit, before writing sentences to describe them. The teaching of basic skills is good, as was evident in lessons for children in Year 2 when they were learning how to use prepositions, verbs and adverbs to make their writing about 'Bears in The Night' more interesting. The teamwork of the adults meant that all children had a high percentage of direct teaching and, as a result, had a good work rate and made good progress in learning these skills. The children have personal targets in writing and when they have achieved them, are involved in setting new ones, so that they know what they need to do next to improve. There is good use made of ICT by teachers to support children's writing development, and they show confidence in using computers to word-process their stories and poems.

114 The children have very positive attitudes to their work, being well behaved and having good powers of concentration. They are willing to listen to and appreciate the views and ideas of other pupils and can work well, collaboratively in pairs and small groups. Most children showed a lot of enjoyment in the lessons and the relationships between the children and the teachers were very good, which helped them to have a high work rate. Children have opportunities to develop their literacy skills in an appropriate manner in other subjects. An example of this is the way they have written accounts of the voyage of the Mayflower as part of their work in history.

115 Curriculum planning has been improved since the last inspection to follow the framework of the National Literacy Strategy, and is used effectively by teachers to ensure progression and continuity of children's learning through the school. Each year group plans as a team, so that children in parallel classes are given the same learning experiences. There is very good leadership by a co-ordinator, who has a clear view of strengths and weaknesses in the subject and who has devised an effective action plan to further improve provision. There are very good procedures for assessing and monitoring individual children's attainment and the progress that they make as they pass through the school. Test results are effectively analysed to identify areas of weakness and then set manageable targets for improvement for groups and individuals. This has resulted in the school targeting an improvement in the attainment of boys in reading. As a means of doing this, the school is involved in a School Improvement Project, run by the local education authority, on raising achievement in reading. The teachers use assessment information well to evaluate children's performance, so that they can plan future learning experiences accordingly. The accommodation is open plan and, at times, noise levels from other areas adversely affects the children's concentration and hinders their ability to listen carefully. There is a wide range of good quality fiction and non-fiction books in classrooms and the library areas for pupils to foster an enjoyment of reading. The school has made good improvement in the provision for English since the last inspection.

## **MATHEMATICS**

116 The school's 2001 national test results for seven year olds are well below average when compared to all schools nationally but average when compared to similar schools. Evidence from the scrutiny of work from the present Year 2 children and lesson observations confirm these standards. Nevertheless, this represents good achievement when taking into account that when they began school in nursery, almost all of these children had a low level of attainment for their age.

117 Year 2 children have made good progress in learning about basic number facts and operations, such as addition and subtraction, and the concept of multiplication in the form of repeated addition. Children's skills in numeracy are below average but are better than their skills in other areas of mathematics. They can count on in 2s and 10s and many can readily state the doubles of numbers up to 10. High attainers can competently count back in 2s from 20 to zero, and can mentally halve numbers up to 20. Most children can recognise odds and evens amongst numbers to 20 and higher attainers can do so with any two-digit number. Children can apply their numeracy skills in the context of other subjects, for example, when using computers to produce nets of solid shapes; when using various boxes and cylinders in design and technology; in art work when producing Rangoli patterns; and in science when interpreting graphs of favourite fruits.

118 The school has successfully introduced the National Numeracy Strategy. Teaching is planned very carefully to ensure that all classes in a year group experience similar work. This has contributed to the significant improvement, since the last inspection, in the quality of teaching and learning. Teaching is now good and results in good learning for children. Teaching is invariably at least good and often very good. Distinctive features of the most successful lessons are the teachers' skilful questioning, excellent use of resources and enthusiastic teaching. Such teaching evokes confident and enthusiastic responses from children which contribute to the very good learning that takes place.

119 In a few lessons, teachers begin by ensuring that children are aware of the intended learning outcomes. Support staff are very well informed and deployed efficiently and effectively, therefore enabling them to make considerable contributions to children's learning. Lesson plenaries reinforce children's learning, especially when teachers make reference to the original intended outcomes. Extending this practice would enhance children's awareness of how much they have learned. Teachers justifiably place an emphasis on children's acquisition of mathematical vocabulary. This is reinforced through frequent use of talk, and in best practice, very careful modelling of correct pronunciation, for example, stressing the 'teen' sound in numbers such as 'thirteen, sixteen etc.'. However, rather more needs to be done especially through visual imagery to enable children to make the necessary strides in this aspect of learning.

120 In all lessons, children's behaviour and concentration are good. Children clearly enjoy mathematics and respond well both to the work they are set and to the adults with whom they work. Very good teamwork between teachers and support staff, allied to good and mainly very good relationships with children, provide a positive and supportive climate for learning. Individual needs are particularly well met. Children with special educational needs achieve well as a direct result of very good quality support. Almost all children have English as an additional language, and many are at an early stage of acquisition of English. However, because of excellent bi-lingual support, they also achieve well. Children listen well and co-operate fully with the adults who teach them, showing eagerness and confidence to answer questions and very occasionally to present their own questions to teachers.

121 Record-keeping systems are very good and provide a secure basis for planning future work. Teachers mark work thoroughly and positively, often in the presence of the child, thus providing rapid feedback. The requirements of the National Curriculum are fully met. Homework is set appropriately

and supplements classwork. Children are excited when they are set work to do at home, as evidenced by their positive response, for example in a Year 1 class.

122 Very good leadership of mathematics, allied to teachers' application of the National Numeracy Strategy have resulted in the good improvements in the teaching since the last inspection. Test results are analysed in detail enabling the co-ordinator to determine where particular strengths and weakness arise in children's skills, knowledge and understanding. Teaching is systematically monitored and there is much sharing of ideas and experiences between staff.

123 Teachers work very hard to present very good quality wall displays that celebrate and reinforce learning. The school is well resourced for mathematics and makes very good use of ICT to support children's learning in mathematics, for example, in producing bar charts and when using a programmable robot to "help the wolf find the three little pigs". This particular feature of teaching is a real strength of the subject.

## **SCIENCE**

124 Children's level of attainment in science by the end of Key Stage 1, as indicated by their attainment in lessons, and their written work in folders and books, is below the national average.

125 Teacher assessments for science indicate that children's performance is well below average. However, there has been a steady improvement in standards over recent years. Children in all year groups are able to appropriately and successfully carry out investigations and record what they have found, although the development of children's use of scientific language is well below average and this has a significant effect the levels recorded in the teacher assessment. As almost all children speak English as an addition language, this is not a surprise.

126 Children's learning in science is good and their attitude and behaviour in lessons are very good. Their relationships with each other, and with adults, is very good and they enjoy their lessons. In a Year 2 lesson where they were learning about conductors and insulators, there was considerable interest and excitement when they were successful in making the bulbs light. They knew that in order for the bulbs to light there had to be a complete circuit and that the circuit was made up of components which were conductors. Children co-operate very well and are able to concentrate for long periods. The quality of children's attitudes and behaviour and the very good relationships that all adults have with children throughout the school contribute very significantly to the good quality of learning and the overall good quality of lessons.

127 Teaching is good with a significant amount of very good teaching and, as a direct result, children's learning is good. Excellent caring relationships and high expectations are a feature of the teaching and are a major influence on children's learning, valuing them and ensuring they want to learn. A very good example of this was seen in a Year 2 lesson where children were exploring facets of electricity. The teacher's excellent relationship with the class ensured that they were very attentive, wanted to ask questions, and were very confident in making comments and explaining what they wanted to do and what they thought was happening. They also demonstrated that they knew many facts learned in previous lessons. The range of related activities in this lesson was extensive, very relevant to the topic and very well planned and resourced. Overall, teachers plan very well for their lessons and match the work carefully to children's needs, including those who have special educational needs. Language development is a high priority and is integral to all aspects of lessons. Planning ensures that all can learn appropriately and have equal access to all areas of the subject. The support given to children by all staff is of a very high quality. Teamwork between all adults is very good and classroom and special needs support and language support assistants make a significant and very positive contribution to children's learning and to the smooth and effective running of lessons.

128 The co-ordination of science is very good and is having a direct result on the standards pupils attain. The co-ordinator provides teachers with good quality support material which will not only ensure that the scheme of work is effectively implemented but that will also support teachers in their knowledge and understanding of the scientific content and principles of the topics they are teaching. Recording what children can do is very thorough and provides the teachers and the co-ordinator a very good and clear picture of children's levels of attainment.

129 Science resources are good, including for investigative and experimental science. Each area has a range of suitable ICT software for science, and computers and other aspects of ICT are made good use of in science. Accommodation is well used in science and there is sufficient space for investigative and group work to be carried out effectively, although the different levels of the floors and, in some areas, the noise from other groups, can make teaching more difficult. Teachers cope well with the accommodation.

130 Overall there have been very good improvements in science over the last few years. The school has been careful to monitor and evaluate what it is doing and what needs to be done to raise standards and, as a result, is being successful in this.

## **ART AND DESIGN**

131 Although only a small number of art lessons were observed during the time of the inspection it is possible to judge from these and from the quality of the work on display that the standard of children's work by the end of Key Stage 1 is average.

132 Teaching is good. Lessons are well planned and resourced, with an emphasis on the development of children's basic skills in the subject. Teachers make effective use of good quality resources and materials and these act as a stimulus for lessons and capture children's interest. Children are presented with an interesting range of activities in all areas of the subject and develop appropriate skills in the use of different media. A common theme during the period of the inspection was silhouettes and puppets. This theme not only fits well with a wide range of art and design activities, but also with design and technology and literacy sessions. Teachers' planning in these sessions covers a range of related activities with children moving from one activity to another. A good example of this was seen in a Year 2 art lesson. Children looked at 'The Starry Night' by Van Gogh, and particularly the brush strokes and the thickness of the paint and used their knowledge of stories from literacy sessions, especially night time in the woods, to make silhouettes by drawing and cutting out animal shapes from black paper. Throughout, teachers are developing children's art skills and knowledge while at the same time constantly developing children's language and communication generally. A very strong feature of all teaching is the excellent partnership and teamwork between all adults. This makes a significant contribution to children's learning

133 As a direct result of good teaching, children obviously enjoy their art lessons and respond in an enthusiastic and positive manner and have a high work rate. They collaborate well and show willingness to appreciate the talents of others, effectively supporting their personal and social development.

134 The art curriculum is broad and balanced, with interesting activities often linked to the children's own experiences. The range of work is good throughout the school with a significant amount of three-dimensional work. Subject leadership is secure with the co-ordinator having a clear view of how to further improve provision. Good use is made of ICT to enhance the subject, with children of all ages being able to use drawing packages. The use of art to develop an understanding of other cultures is good. The art displays in teaching areas and throughout the school are of high quality and make a significant contribution to the stimulating learning environment to be found throughout the school. The subject is enhanced through a range of activities and strategies. Visiting artists have worked in the school, with the children, to producing life-sized models. Another has provided training sessions for teachers on making puppets. She then spent two days working with children helping them to make puppets. In all areas of the school, art makes a very important contribution to children's spiritual, moral, social and cultural education.

## **DESIGN AND TECHNOLOGY**

135 Children aged seven attain standards that match those expected nationally. This means that standards have been sustained since the last inspection.

136 Children's products show an appropriate level of detail, including their choice of materials to be used. They are able to make effective use of paper fasteners or pipe cleaners to form movable joints in their models of the 'Gingerbread Man'. Finished products, for example, models of characters from the story 'Peace at Last' have a satisfactory quality of finish. Children exercise appropriate skill

in manipulating playdough, and when cutting and sticking, card, tissue, cotton wool and various fabrics joined together by glue. A few children experienced difficulty in folding card to form a cylinder. When asked, children make sensible suggestions about how they might improve their products.

137 On the basis of the few lessons seen, children's work on display and teachers' plans, it is evident that the National Curriculum requirements are met. It is also clear that design and technology activities are usually planned as part of work arising in other subjects. Such examples provide children with appropriate contexts for design and technology tasks and bring additional relevance to their work.

138 Teaching is good. The quality of teamwork between teachers and support staff is particularly impressive and ensures that all children, regardless of prior attainment or competence in English, receive very good support and therefore make good progress in learning. Lessons are well planned and prepared and underpinned by the very good relationships between adults and the children. A notable feature of teaching is the teachers' very successful organisation of groups of children and the highly effective deployment of very good support staff. Teachers provide interesting tasks that motivate children. As a result, children work conscientiously, behave well and show pride when demonstrating their work.

139 The school makes good use of ICT to assist learning in design and technology, for example in their designs for their moving person or animal. Such practice contributes well to children's development of skills in ICT and provides an appropriate context for using these skills. Mathematical skills are also used, for example in measuring, and children's knowledge of shapes is reinforced, for example in one lesson where the teacher needed to remind children of the word 'cylinder'. In literacy, speaking and listening skills are promoted by staff working with small groups of children. However, the next stage of development in design and technology is to ensure that greater emphasis is given to developing children's acquisition of technical vocabulary.

140 Effective leadership of the subject has resulted in satisfactory improvement since the last inspection. Teachers' plans are systematically monitored to ensure curriculum coverage. The school has implemented an effective whole-school system for record keeping.

## **GEOGRAPHY and HISTORY**

141 In history the standards attained by children by the time they are seven are below those expected for their age, but they make good progress and achieve well through the school. There is not enough evidence on which to make a secure judgement on the standards attained, or the quality of teaching in geography.

142 The quality of teaching in history is good, with teachers having secure subject knowledge and being able to organise and manage their classes well. There is appropriate use of time and resources, and effective use of questioning to find out what children know and understand. There is clear explanation of the ideas to be taught and the teaching is well matched to the needs of all children, so that all abilities are appropriately challenged. In their history work, the children are helped to develop their understanding of time by listening to stories about the past and famous people. Previous learning is consolidated by the use of books, photographs and historical artefacts, and children are taught how to use evidence to find out about the past and how things change over a period of time. This was evident in work that children have done in Year 2 on the hospital conditions that Florence Nightingale found at Scutari. It is during work like this that they are developing their understanding of events in the past and some of the people they have studied. The work of pupils in Year 2 shows an appropriate knowledge and understanding of the Gunpowder Plot and the part played by Guy Fawkes. In lessons for children in Year 2 on work related to the voyage of the Mayflower and the Pilgrim Fathers it was obvious that

their below average literacy skills hindered their ability to communicate their findings or to understand some of the ideas being discussed. This was also evident in a Year 1 geography lesson when children were discussing the different types of clothes that Barnaby Bear would wear in hot and cold countries. Displays on geography show that children have had opportunity to draw maps to show their route from home to school and to discuss the different kinds of home in the environment

143 The children's attitudes to learning were positive and their response in lessons was good. They showed interest and enjoyment in their work, being well behaved, polite and courteous, and relationships were good. All these made a positive contribution to their learning as they enable children to have a high work rate.

The curriculum ensures that all children have access to an appropriate range of historical and geographical experiences. The school makes effective use of visits to provide further learning experiences for children in both subjects. In history they visit the local interest centre to handle and talk about artefacts from the past. In geography, trips around the immediate surroundings of the school and to Alexandra Park help them understand the different ways that land is used. There is effective leadership of both subjects, with the co-ordinators being able to suitably advise and support their colleagues. Resources have been improved for both subjects since the last inspection and these are adequate. There has been good improvement in history since the last inspection, while improvement in geography cannot be judged on the limited evidence available.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

144 The use of information and communication technology throughout the school is very good and as a result children's level of attainment is in line with the national average. This is a considerable success. Most children in Year 1 are very confident in their use of computers and, besides having well-developed skills in controlling the mouse and improving skills in using the keyboard, can make patterns, write their names and edit text, make bar charts, search a CD-ROM and control a floor turtle. By the time they are in Year 2 these skills are further developed and children can also use a database, add text to pictures and search the Internet. These are in addition to the basic skills of cutting and pasting, printing etc.

145 Teaching is very good. There are four ICT resourced study centres in the school, one for each age group of children. These are very well used with half classes of children regularly being taught ICT skills by a non-teaching assistant. This strategy, and the skill, knowledge and expertise of the teaching assistant, are very successful and have directly resulted in children attaining a level which is in line with schools throughout the country. Indeed, a significant number of children have skills which are above, and some well above, those expected for their age. ICT lessons are very well planned, clearly taking into account what children already know and can do, have high expectations and excellent relationships, and challenge the children at an appropriate level. In a Year one lesson where children were using an interactive CD-based program, the teaching was very effective with a very good demonstration, very clear directions and instruction; the children all knew what they are expected to do, and, as a result they worked hard and enthusiastically. Using ICT as an integral part of all lessons is not yet always as effective in classrooms as it is in the study centres. The school recognises this and has plans to make this aspect more consistent across the school.

146 As a direct result of the very good teaching they receive, learning is very good and all children including those with special educational needs have good and equal access to ICT. Language development is very important in all classes and children are encouraged to talk about what they are doing and to ask questions. Again this provides equality of access to the use of ICT besides developing their English language skills. In this environment children rapidly acquire the knowledge, skills and

understanding they should. They are developing a lot of independence, are able to concentrate for quite long periods of time and are confident with other children and with their teacher.

147 Attitudes and behaviour are very good. Children have very good relationships with their teachers and support staff and with each other. They show respect for the opinions of others. When they share computers they are very well behaved and help each other. This is a considerable achievement for young children and a strength of the work in ICT, and indeed throughout the school.

148 Co-ordination and management of ICT are very good. The ICT co-ordinator, who is the deputy head, provides very good direction and leadership for ICT across the school. The school's strategy for ICT and the strategic use of financial resources to implement the school's aims and planning, as well as the requirements of the National Curriculum, are excellent. The strategy the school has developed, which has the learning centres, each provided with sufficient up-to-date computers, and an excellent non-teaching assistant working with groups of children, is very effective and has had a clear and very good impact on standards. The co-ordinator has compiled excellent folders of children's work, showing what they can do and providing examples of the standards achieved. The folders are very useful as guidance for teachers when they are planning their term's work. Recording what children can do and what level they are at is very good.

149 Accommodation and resources are very good. Three learning centres are very well equipped and are easily accessible to classes. The fourth, in the nursery, is currently being developed to the same high standard as those in the main school. The hardware is well supported by a good range of software enabling all areas of ICT to be effectively covered.

150 There has been a very good improvement since the last inspection and the use of ICT is obviously a very high priority for the school management.

## **MUSIC**

151 Standards of attainment in music are in line with national expectations at the end of Key Stage 1. Children make good progress including those with special educational needs. From an early age children learn to sing a variety of songs and rhymes and to use musical instruments. By Year 2 children can maintain an appropriate rhythm when performing songs and can maintain silence whilst others continue in a three-part song. Others of the same age are able to hold a pulse using percussion instruments during the playing of a taped African chant. They recognise chorus from verse and know that a chorus can be repeated.

152 Attitudes and behaviour in lessons or whilst listening to music are good and sometimes very good. The children are enthusiastic about music and usually listen well. They are careful in their handling of instruments.

153 Although the number of lessons observed was limited, teaching overall was judged to be good. It is never less than satisfactory and occasionally it is very good. Teachers have good subject knowledge and team teaching works well when year groups sing together. In a Year 2 singing lesson there is a good contribution to the development of children's reading skills. In other lessons musical vocabulary is used and reinforced. Children learn to listen to music from other cultures and to recognise texture within music. Assemblies begin with music and children can remember the name of composers. Lessons are well planned and resources are well used. Children are given equal opportunities to play instruments.

154 There has been satisfactory improvement since the previous inspection and planning has been improved. There is good range of musical instruments from around the world and the children have enjoyed a visit from an African drumming group. From time to time the children visit the local junior school to listen to their steel band.

## **PHYSICAL EDUCATION**

155 Children in Year 2 attain standards below national expectations. This means that standards are not as good as those reported at the last inspection. Children are able to throw, bounce and catch a large ball and can collaborate with a partner in these actions. They can adequately perform balances and sustain levels of stillness both in floor work and on apparatus. However, they show insufficient knowledge of safe practice in the carrying of apparatus and in the use of space. Their skills of evaluation are also underdeveloped.

156 Teaching is barely satisfactory overall, because insufficient demands are made of children, resulting in at best only satisfactory progress in learning. Satisfactory planning ensures that learning intentions are clear and central to the activities that are presented. Lessons begin with a warm-up phase, which places an appropriate level of demand on children's cardio-vascular system. Children's awareness of the effect of exercise on the body is also heightened when explicitly referred to by teachers, but this practice was only seen once in one of the four lessons observed. All teachers give clear instructions that are followed promptly by the children. Activities set for children lack challenge and pace. Delivery needs sharpening in order to place more physical demand on children. In some cases, for example when children use basketballs, the lesson does not get underway quickly enough because distribution of equipment takes too long. Furthermore, the content does not challenge children's skills, with many children capable of far greater skill than is required of them. In an unsatisfactory lesson involving use of gymnastic apparatus, too much time was taken in setting out. The children being required to queue exacerbated this, resulting in very little physical activity over the course of the lesson. A good feature of this teaching was the quality of teaching points given to children to promote their learning, for example, in pointing out the aesthetic elements of a child's balance.

157 Some use is made of children's demonstrations in order to enhance the performance of others. These are not always effective because children are not given sufficient opportunities to evaluate the performance of their peers.

158 On the evidence of all lessons it is clear that there are good and often very good relationships between teachers and children. This underpins the good control teachers have of their classes. Good contributions are made to children's social development, especially when they collaborate with others. Good examples of this feature of learning were observed in two lessons where children practising basketball skills worked successfully and sensibly in pairs. Children generally demonstrate sensible behaviour and good attitudes. They show very good levels of motivation and are keen to learn.

159 Subject leadership is satisfactory. Planning documents provide evidence that National Curriculum requirements are met. The school has good equipment for physical education. This has been improved since the last inspection but games activities remain restricted by the available space. Good contributions are made to children's personal and physical development through a range of extra-curricular provision. Opportunities are given for all children to attend the local swimming baths, outside of lesson time, and much value is derived from such visits, especially in developing children's confidence in water. Similarly, visits from sports personnel from a local high school, a college of further education and a professional football club, all contribute significantly to children's learning.

## **RELIGIOUS EDUCATION**

160 Children start school in the nursery with low standards of attainment and understanding of religious education. All groups quickly make good progress and reach standards of attainment at the

end of Key Stage 1 which are mostly in line with the locally agreed syllabus. As standards of reading and writing are, at this point, well below national expectations, assessment of understanding was made orally. Children from Year 2 clearly demonstrated their understanding of the work and made their own observations as to the feelings of the people involved. They understand the importance of religion from their own lives and are taught to respect others' beliefs.

161 Attitudes and behaviour are good and never less than satisfactory even when the lesson is disturbed. In one lesson of two Year 2 classes together, attitudes and behaviour were excellent. The teacher's quiet and very enthusiastic delivery of the story drew the children's attention to the characters and they became involved. Very good learning took place in this lesson and standards of attainment in understanding and gains in knowledge are in line with expectations.

162 Teaching is satisfactory overall and occasionally it is very good. The children receive a good start in the Foundation Stage and bi-lingual support develops clearer understanding. The children in reception were taught in Punjabi about Ramadan and about the associated special prayers and fasting. Their class teacher assessed their understanding in English by asking questions and extending the children's thinking. They have made Rangoli patterns from coloured rice and Divali lamps from collage.

163 In a very good lesson with two Year 2 classes, children were fully involved in a story about the birth of Moses. Their teacher linked the story to other work about the birth of Muhammad and Krishna and the importance of these people to each of the religions. Children responded well and one child offered to bring in a video he had about Moses. Year 1 children learnt about special food for special times and know that Christians celebrate Christmas and the birth of Jesus very soon. They have written about Ramadan and Eid in a special book.

164 Other lessons, although satisfactory, were less successful due to noise and disturbances from another class and in one case due to the restrictions of accommodation that led to adults passing through the lesson. The school needs to consider timetables that would ensure more consideration was given to quiet times for direct teaching. In some cases more value should be placed on religious education by ensuring that children are all listening and not occupied with snacks at the same time. Teachers should make a greater use of objects and artefacts to illustrate stories and increase understanding. At times, opportunities to develop spoken language can be missed such as asking children to point to something rather than insisting on using a full sentence or not developing opportunities for drama and role-play.

165 Children are given first hand experiences on their visits to churches and mosques and from visitors to school.

166 There has been a satisfactory improvement since the previous inspection and detailed planning is in place. The school follows the locally agreed syllabus and Qualifications and Curriculum Authority guidelines. The syllabus is due for revision in the near future. The resources for religious education are good.