

INSPECTION REPORT

ROBINSFIELD INFANT SCHOOL

St John's Wood, London

LEA area: Westminster

Unique reference number: 101117

Headteacher: Ms S Sansbury

Lead inspector: Hazel Callaghan

Dates of inspection: October 13th-16th 2003

Inspection number: 257338

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant School
School category: Community
Age range of pupils: 3-7
Gender of pupils: Mixed
Number on roll: 221

School address: Ordnance Hill
London
Postcode: NW8 6PX

Telephone number: 020 7641 5019
Fax number: 020 7641 5035

Appropriate authority: Governing body
Name of chair of governors: Mr C Page

Date of previous inspection: March 23rd 1998

CHARACTERISTICS OF THE SCHOOL

Robinsfield Infant and Nursery is a larger than average community infant and nursery school with 221 pupils on roll. It has a culturally rich intake of pupils from over 40 heritage countries and over 30 language groups. Over 50 per cent of the pupils have English as an additional language. These are high figures compared with national averages, but less so when compared with other schools in the local authority area. The attainment of children when they start school is very wide but there is always a high proportion of children in the nursery and the reception classes, who start school with no English. Overall, attainment on entry is judged as below average because of the low attainment in English. Around 15 per cent of the school population changed in the course of last year due to family relocation. An above average proportion of pupils have special educational needs. These needs include a wide spectrum of learning, emotional and behavioural difficulties, and physical needs.

The school works closely with the Anna Freud Centre and the National Campaign for Drawing. Robinsfield school is part of an Excellence in Cities initiative.

Robinsfield is a very popular school with pupils from very mixed social and economic backgrounds. The school is oversubscribed and places are quickly filled.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Science, information and communication technology, art and design, design and technology, physical education and music.
32698	Steven Barker	Lay inspector	
31334	Barbara Atcheson	Team inspector	Foundation Stage, mathematics, history, geography and religious education.
12764	Wendy Thomas	Team inspector	English, English as an additional language and special educational needs.

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
OTHER SPECIFIED FEATURES	
Provision for pupils with English as an additional language	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **very good**. All children and pupils achieve well and many achieve very well, especially those with English as an additional language. The quality of leadership and management is very good. Teaching is good, often it is very good and sometimes excellent. The school uses its finances very well to promote effective learning and pupils' very good personal development. It provides **very good** value for money.

The school's main strengths and weaknesses are:

- the teaching of English and mathematics is very good. It is excellent in the development of writing.
- Provision in the nursery is very good and children make a very good start in their education, but, although satisfactory overall, there are weaknesses in the outside provision for children in the reception class.
- The headteacher has a clear educational vision for the school and provides excellent leadership.
- The school has a strong inclusive ethos in which all pupils, whatever their backgrounds, ethnicity or capabilities, are welcomed, supported and encouraged to do their best.
- The provision for pupils with English as an additional language and those who have special educational needs is very good.
- The school has excellent links with the local community and outside agencies, which promote pupils' greater learning and provide very good support for families.
- The partnership with parents is very strong.

The school was judged to be very good at the previous inspection. Its strengths have been effectively maintained and the school continues to seek ways to improve. The very few weaknesses identified at the previous inspection have been effectively addressed.

STANDARDS ACHIEVED

The achievement of all pupils is good because of the nurturing environment of the school, the good, often very good, quality of teaching and because of the stimulating curriculum that is provided. The high proportion of pupils who have English as an additional language or special educational needs are provided with very good support and they achieve well.

Children have a wide range of attainment on entry to the nursery and reception classes, but overall, standards are below average because of the high proportion of children who have a low attainment in their communication skills in English. **Children achieve well across the Foundation Stage and by the end of reception** achieve the early learning goals in all areas of their learning, except in communication, language and literacy, where their attainment is below the expected level.

Pupils achieve well in Years 1 and 2. In the 2002 national tests at the end of Year 2, the results were above average in reading and writing, and average in mathematics and science. Thirty one point six per cent of children have special educational needs and a significant number, 15.8 per cent, of pupils start and leave school throughout the year in all classes. The mobility of pupils has an impact upon the consistency of standards from year to year. There are no national comparative judgements for the most recent national tests as yet, but standards have dipped a little in reading and writing. Standards in 2002 in mathematics and science, however, have risen because of the effective strategies being

developed to improve pupils' learning. **Pupils with special educational needs and English as an additional language achieve very well.**

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	A	B	B	A
writing	D	E	B	A
mathematics	B	B	C	B

Key: A - well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.

The inspection findings are that standards are above average in reading and writing and broadly average in all other subjects. Significant improvements have been made in resourcing information and communication technology and improving teachers' expertise and confidence in teaching the subject, so that pupils' achievement and standards are rising.

Pupils' attitudes to their work are very good. They behave very well because of the high expectations and consistent support they receive from all staff. **The provision for pupils' personal, spiritual, moral, social and cultural development is very good. Attendance is satisfactory overall, but many pupils arrive late at school.**

QUALITY OF EDUCATION

The quality of education is good overall and very good in the nursery. The quality of teaching is good, with some very good and excellent features. The curriculum is good and is enriched by a wide range of activities that enhance pupils' learning and enable them to succeed. Links with the community and local agencies are excellent and they significantly enhance pupils' learning. Assessment in the Foundation Stage and in English and mathematics is very good and this has a significant impact on ensuring pupils achieve well. In other subjects, teachers' assessment is satisfactory, but could be improved so that staff have better information to ensure that all pupils are achieving their best.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The leadership of the headteacher is excellent and she inspires staff and leads by example, as well as through guidance and support. She is very well supported by the very effective deputy headteacher and by other senior staff. Co-ordinators are enthusiastic and generally provide good leadership in the subjects. The governance of the school is satisfactory. Governors effectively carry out their statutory responsibilities. They are well informed and give good support to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high regard for the school. They feel the leadership of the headteacher and teaching are very good. Parents are particularly pleased with the high levels of care their children receive. Pupils love coming to school. Their views are effectively sought and taken into consideration.

IMPROVEMENTS NEED

The most important things the school should do are:

- improve the consistency of provision in the Foundation Stage;
- further improve assessment in the non-core subjects;
- improve pupils' punctuality to school and ensure late pupils are recorded.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of all pupils is **good** because of the nurturing environment of the school, the good, and often **very good**, quality of teaching and the stimulating curriculum that is provided. There is a high proportion of pupils, 68.8 per cent, who have English as an additional language and pupils who have special educational needs. These pupils are provided with **very good** support and they **achieve well**. The standards at the end of reception are **broadly in line** with those expected nationally. Standards in Year 2 are **above average** in reading and writing, and broadly **average** in mathematics and science based on the 2002 data.

Main strengths and weaknesses

- Pupils in the nursery achieve well and make a good start to their education.
- Pupils with English as an additional language often achieve very well to attain average standards in Year 2 in English, mathematics and science.
- Pupils with special educational needs are identified early, and as a result of effective support, they achieve well.

Commentary

1. Achievement is good overall through the school. There is always a high proportion of children in the nursery and the reception classes who start school with no knowledge of English and many pupils have had significant turmoil in their lives before starting school. Children have a wide range of attainment on entry to the nursery and to the reception classes, but overall, standards are below average because of the high proportion of children who are beginners in English. The children achieve well across the Foundation Stage and by the end of reception achieve the early learning goals in all areas of their learning, except in communication, language and literacy, where their attainment is below the expected level.
2. A large number of pupils, 15.8 per cent, enter and leave the school throughout the year. New pupils settle well into their classes and their strengths and needs are quickly identified. The school provides a good level of well-focused support for these pupils and, as a result, they achieve well.
3. All pupils achieve well in Years 1 and 2, particularly in the core subjects. Standards in 2002 were above the national average in reading and writing and average in mathematics compared with all schools and well above average in reading and writing compared to similar schools; above average in mathematics.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.9 (16.6)	15.8 (15.7)
Writing	15.0 (13.2)	14.4 (14.3)
Mathematics	16.5 (16.7)	16.5 (16.2)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

4. In the 2003 national tests, standards have dropped a little in reading and writing. This is because there was a higher proportion of pupils in Year 2 with significant special educational needs last year and consequently fewer pupils than usual in the school attained the higher Level 3. Standards in mathematics improved in 2003 because of the strong focus on improving pupils' understanding and skills, especially in Year 2. Standards in science also improved due to the greater focus on developing pupils' skills of enquiry and investigation.
5. Pupils achieve well across the curriculum. Standards in religious education are in line with the expectations of the locally agreed syllabus. Pupils achieve well in art and design because of good teaching and the provision of stimulating activities that are enhanced by the effective use of resources, visits and visitors to the school. In information and communication technology pupils achieve satisfactorily overall. Achievement is good in some lessons now that the new computers are installed and effective teaching and learning occurs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **very good**. The provision for pupils' spiritual, moral, social and cultural development is also **very good**. Attendance is **satisfactory**, but punctuality is **unsatisfactory**.

Main strengths and weaknesses

- The school's promotion of good relationships, including racial harmony, is excellent.
- Pupils' confidence and self-esteem are effectively developed as a result of the very positive values the school promotes.
- The promotion of pupils' personal and social development is very good.
- Punctuality is unsatisfactory because too many pupils arrive late at school for morning registration.

Commentary

6. The headteacher, supported by staff and governors, is totally committed to running an inclusive school. This view is shared by parents and pupils. All staff are very good role-models, always listening and speaking to pupils in a positive way and showing respect for their ideas and feelings.
7. Pupils' attitudes to their work are very good and this has a significant impact on their achievement. They try hard to do their best and complete large quantities of work. From their earliest days in school, children's personal and social skills are developed very effectively as they are given opportunities to work with different groups of children and to organise themselves. They enjoy taking responsibility and carry out the simple tasks they are given well. Pupils with English as an additional language settle well into the school. Pupils with special educational needs have very good attitudes to their work and try hard. Pupils show care and consideration towards each other and often provide additional support when it is needed. In lessons, pupils work co-operatively and share and show respect for one another, displaying excellent teamwork in response to the very good role-models provided by teachers. This is a school that fosters a real sense of community with common inclusive values so that all pupils are highly socially aware. They examine the rights and responsibilities of different communities. The school council provides an additional good opportunity for pupils to take an active part in school life and to have their views listened to and acted upon. All pupils feel valued and are sensitively guided towards the procedures of democracy.

8. All pupils really enjoy school. They like their teachers, the work and their friends. Playtime is both friendly and safe. Behaviour in and around school is very good as a consequence of the high expectations set by all staff. Pupils do not perceive that there is any bullying; they are happy and confident to talk to visitors. The school takes innovative steps to improve behaviour through increasing pupils' confidence. An over-excitable class that found difficulty in settling to work was, for example, given the high-profile role of presenting the harvest assembly. The consistent use of strategies like this is having a significant impact on the pupils' behaviour, so few difficulties remain. During the assembly, the pupils visibly communicated their confidence and a real sense of enjoyment in what they were doing. There have been no exclusions from school for inappropriate behaviour.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	53	0	0
White – any other White background	30	0	0
Mixed – any other mixed background	27	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	5	0	0
Black or Black British – African	16	0	0
Chinese	1	0	0
Any other ethnic group	51	0	0
No ethnic group recorded	16	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils' spiritual development is well promoted in assemblies and in religious education lessons, where pupils are given good opportunities to reflect on different ideas and values. The many religions represented in the school are respected and festivals are celebrated so pupils develop a joy in each other's traditions. Opportunities, such as watching ducklings growing, enable pupils to appreciate the intangible. Pupils' moral development is well promoted. The school develops a very good set of values and principles that inform the pupils' perspective on life. Pupils not only take part in helping to form school rules, but also reflect on codes of conduct and are in charge of their own behaviour. The school very successfully uses the children's own diverse cultures to promote pupils' good awareness of our differences and similarities. Art, music, food and festivals from all parts of the world are celebrated and enjoyed.
10. The school regularly and consistently promotes good attendance and punctuality and enlists the help of outside agencies to reinforce the importance of regular attendance. Although attendance levels are below national averages, most absence is due to short-term illness and a very small number of families taking extended holidays. Those pupils who are absent for extended periods are encouraged to continue their learning whilst away. Unauthorised absence is well below average. Punctuality is unsatisfactory. Too many pupils arrive late for school and not all pupils arriving after the registers are closed are entered in the late book. Although the class teachers know

who is present in their class, some latecomers are not formally recorded until the afternoon registration and this represents a potential health and safety issue.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.4	School data:	0.1
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The education provided by the school is very good because the curriculum has been enriched and adapted to meet the needs of all pupils.

Teaching and learning

The quality of teaching and pupils' learning is **good**. They are **often very good and sometimes excellent**.

Main strengths and weaknesses

- Thorough and detailed planning identifies what is to be learnt by pupils of different capabilities and learning needs.
- Teachers' subject knowledge is secure and enables them to give clear demonstrations and effective explanations to support learning.
- There are high expectations for pupils' behaviour and attitudes to learning. Consequently, pupils work hard and try to do their best.
- Relationships in all classes are very good and consequently, pupils are developing self-confidence in their own abilities.
- Assessment is used well by teachers to identify what pupils already know and can do so that future activities build effectively on their learning.

Commentary

11. The quality of teaching is good overall in the Foundation Stage. In the nursery it is very good. Planning throughout the Foundation Stage is thorough and provides clear objectives for children's learning, identifies the support to be provided and plans activities for extending children's learning. Teaching assistants are used well to provide support and guidance. Their work is an essential element of the teaching and contributes to children's good achievement. Teachers in the Foundation Stage use assessment very effectively to monitor children's progress and to identify the next stage in their learning.
12. The quality of teaching in Years 1 and 2 is good and often very good, especially in Year 2. Most teachers have high expectations for pupils' involvement and behaviour and, consequently, pupils work hard, want to do well and are delighted when they succeed. Relationships in all classes are strong and pupils respond well to teachers' humour, encouragement and support. Pupils' confidence is well promoted and so pupils are willing to take chances and have a go. The teaching of English is good overall and the teaching of writing is excellent. The two excellent lessons observed very effectively developed, in pupils, an enthusiasm for writing that is quite special.

13. Teachers prepare their pupils very well by developing their ideas and stimulating their vocabulary before asking them to start writing. This supports pupils of all abilities, and is significant in promoting the language skills of pupils with English as an additional language.
14. On the few occasions when teaching is less effective, it is because the clear objectives set out in the planning lose definition in practice and, consequently, pupils' learning is not sufficiently extended. Teachers are given very good levels of support and guidance, especially when they are new to the school and/or starting their career. They feel confident in the aspects of the curriculum they are to teach and have the skills needed to work effectively with the wide range of pupils' abilities and learning and personal needs. The induction programme for all new members of staff is excellent. They are given very good levels of guidance and are never expected to undertake new tasks without support. In this way, the strong ethos of the school and the headteacher's aim to achieve excellence are consistently upheld and pursued by staff.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	11 (34%)	10 (30%)	9 (27%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons were seen.

15. Teaching of pupils with special educational needs is good. The teachers work well together to provide suitable activities that are well matched to pupils' needs. Pupils' work is very well assessed and teachers' plans make good use of individual targets for learning.
16. The quality of assessment in the school has been improved further since the previous inspection when it was judged as good. Very effective systems have been developed by teachers to monitor pupils' learning in English and mathematics and the information is used well to develop planning. In other subjects assessment is satisfactory. When at its best, teachers' marking of pupils' work provides clear judgements on what has been learnt and identifies what needs to improve. Pupils in Year 2 are encouraged to evaluate their own work, especially in design and technology and information and communication technology. Targets for pupils' future learning in English and mathematics are discussed with parents and pupils. Termly meetings between the headteacher and the class teachers explore how each pupil is progressing and any concerns are discussed and strategies for their support are identified.

The curriculum

The curriculum is enriched by a wide range of activities that enhance pupils' learning and enable them to succeed, whatever their capabilities and skills in speaking and understanding English.

Main strengths and weaknesses

- The school provides a rich variety of additional activities that enhance the curriculum and motivate pupils' interest and enthusiasm for learning.
- There is a wide range of visits out of school and visitors, who come to work with the pupils, provide first-hand experiences that promote pupils' learning very well.

- The high profile of art and design in the school ensures that all pupils, whatever their knowledge of English or their capabilities, achieve well.

Commentary

17. The school provides a broad range of curricular activities that caters very well for the interests, aptitudes and particular needs of all pupils. Teachers' planning provides an effective structure by which pupils' learning develops progressively from year to year. Pupils' personal, social and health education is well promoted and all subjects meet the requirements set out in the National Curriculum and in the locally agreed syllabus for religious education.
18. Children in the Foundation Stage are provided with an effective range of activities that provide good learning opportunities in all the areas of learning. The curriculum in the nursery is very well planned so children of all backgrounds and capabilities settle well and make a very good start to their learning. The curriculum in the reception class is also well planned, but the lack of an outside area in which children's skills can be further developed weakens the provision to satisfactory overall.
19. Pupils achieve well throughout the school because teaching is at least good and the curriculum has been very effectively developed by the subject co-ordinators to meet the needs of the pupils. The school is a very diverse community and this is used well to focus pupils' education. Lessons promote pupils' awareness of their own cultures when focusing on poetry days and Black History month, for example. Pupils' creative development and their appreciation of music and art from around the world are well stimulated through visits to the Courtauld Institute and the National, the Tate Britain and the Tate Modern galleries. Pupils have worked with the National Ballet and the Royal Philharmonic Orchestra. The school very successfully promotes pupils' learning by providing a comprehensive range of visits to the locality around the school. Out-of-school clubs for pupils in Years 1 and 2 also extend pupils' knowledge and skills in sport and music.
20. Effective links are made between subjects so that learning is meaningful. For the last three years, for example, pupils in Year 2 have participated in an animation project. With the help of an outside group, pupils created their own animated film. They have written their own screenplay, illustrated the scenes, acted out the voices and moved the puppets. The school is rightly proud of this collaboration, which resulted in some very polished performances.
21. The school ethos is based on enabling all pupils to succeed, irrespective of their capabilities, ethnic group or previous experiences in life, and to prepare them for the next stage of their education. Pupils with English as an additional language are very well supported and participate in all aspects of the school life. Similarly, pupils with special educational needs are fully included in all activities and the curriculum meets their needs very well. Overall, resources for learning and the accommodation are good and used well to promote pupils' achievement.

Care, guidance and support

The school provides **very good** care for all its pupils.

Main strengths and weaknesses

- Excellent staff induction means all staff are aware of the school ethos of care and of procedures for child protection and health and safety.
- There is a very good range of initiatives to support families and pupils.
- There is a potential health and safety risk from not recording pupils arriving late for school.
- An active school council demonstrates that pupils' views matter.
- The school provides very good-quality feedback to parents on the progress pupils make.

Commentary

21. The school provides excellent induction procedures for all staff, which ensures that all adhere to the school's mission of caring for pupils and their families. The welfare of the children and health and safety issues are weekly agenda items at both teachers' and support staff meetings, ensuring that any areas of concern are shared and appropriate support strategies put in place. Children in the nursery and those joining the school in reception classes receive, with their parents, very good induction, support and guidance from the school. The school elicits effective support from a wide range of external agencies, whose expertise benefits pupils and their families.
22. The support, guidance and care provided for all pupils are very good. All staff care for the children and teachers have a good awareness of the significant difficulties faced by some families, especially the asylum seekers and refugee families. Good support is given to these pupils so they settle into the school quickly, make friends and feel secure. Staff effectively identify and support vulnerable pupils, including those whose personal or emotional problems create barriers to their learning. Teachers adapt their teaching styles to increase the progress made by underachieving pupils. Care and guidance is very good for pupils with special educational needs. Pupils' needs are effectively identified and individual programmes of learning support are developed so they make good progress towards their individual targets.
23. The school provides good opportunities for pupils' ideas to be heard, for example, through the school council. All members of the school community, who can see issues that have been discussed being acted upon, take the role of the school council seriously.
24. Pupils' lateness is not effectively monitored or recorded, which means that there is no full and formal record of pupils who are in school. This is unsatisfactory.

Partnership with parents, other schools and the community

There is a **very good** partnership with parents. **Excellent** links have been established with a range of external agencies and other institutions.

Main strengths and weaknesses

- There are excellent links with outside agencies to support parents and enhance pupils' learning.

- There is excellent use of the wider community to promote pupils' learning.
- The curriculum and transfer links with feeder schools are very good.
- Communication and partnerships between the school and parents are very good.

Commentary

25. The school communicates very well with parents and is highly praised by them. Reports on pupils' progress are comprehensive and provide parents with good information on the curriculum and their children's progress, attitudes, attendance and punctuality. Links with parents of pupils with special educational needs are very good. Staff are always ready to talk to parents about their concerns. Parents are kept fully informed of their children's needs and progress. Parents respond very well to the invitation to attend the termly review meetings. Parents are appreciative of the support they are given and confirm that they are kept well informed about their children's progress and involved in their learning. Some children also attend these meetings and agree their targets. Comprehensive information is provided in the school prospectus and the governing body's annual report to parents, but minor elements of statutory information have been missed.
26. The school knows its pupils and their families very well and has established valuable links with a range of educational and health support agencies. Teachers and support workers provide a wide range of opportunities for parents to develop their own knowledge and their involvement with the school. There are also many other initiatives for working with pupils and families to identify and remove barriers to pupils' learning. Parents, grandparents and other relatives attending the Parents' Workshop sessions benefit from discussing topics that they have raised and which are of interest and concern to them.
27. Very good links with feeder schools ensure smooth transition both into and out of the school and ongoing communication supports progression in pupils' learning and personal development. The school makes extensive use of the wide range of available community facilities, and this contributes significantly to pupils' learning and development.

LEADERSHIP AND MANAGEMENT

The leadership provided by the headteacher is **excellent**. She is strongly supported by the **very good leadership** of her deputy and the senior management team. The overall management of the school is **very good**. The newly formed governing body shares the headteacher's very clear educational vision.

Main strengths and weaknesses

- The headteacher's clarity of vision, sense of purpose and high aspirations.
- The commitment to inclusion, promotion of equality and concern for the needs of others.
- The rigorous evaluation of the education provided and its effectiveness in promoting achievement.
- The excellent welcoming and induction programme for all staff.

Commentary

28. Leadership and management by the headteacher and senior staff are very good. The headteacher is an inspirational and very effective leader, dedicated to promoting high

academic standards for all pupils through a relentless focus on the improvement of this extremely inclusive, richly diverse school. The outstanding leadership of the headteacher is the key factor in the school's success. She enthuses and energises all around her. Her very clear educational vision has guided the school's development and created a strong team of staff, who share and consistently promote the aims and values of the school. Her strong philosophy has led to the implementation of a very broad and creative curriculum that ensures that pupils' learning is good and that their personal development is very good, and prepares them well for their future education. She leads by example and is admired and respected by all members of the school community.

29. The headteacher has appointed and empowered a very good deputy, who has many outstanding strengths that make a very positive contribution to the overall leadership of the school and to the areas for which she is responsible. The headteacher enables her curriculum line managers to carry out their responsibilities effectively and empowers them to gather the evidence they require to make reasoned judgements about how their subjects can be improved. Consequently, they are enthusiastic about and evaluative of their work. The co-ordinators of the various subject areas all have good subject knowledge. In English, mathematics and in the provision for special educational needs and for English as an additional language, leadership and management are very good. All co-ordinators are well qualified to lead developments in their subjects.
30. The headteacher and deputy headteacher look for excellence and evaluate well the effectiveness of the education provided. Teachers use a comprehensive range of assessments, which track pupils' academic and personal developments and which, together with effective intervention for pupils with a particular need, maximise pupils' learning. The school undertakes rigorous monitoring of its provision, both formally and informally, and uses the findings effectively to form the basis of a clear school improvement plan. There is a strong commitment to staff development for teachers and teaching assistants. This has had a direct impact upon the quality of teaching and learning, particularly in mathematics and writing. The school effectively identifies aspects in need of improvement and plans successfully to address the concerns. The school has targeted the Foundation Stage as an area for further development. The provision for the youngest children in the nursery is very good and the school plans to extend this so that children in reception have similar very good opportunities to develop their knowledge and skills. Staffing difficulties in reception in the last year have slowed this development. The co-ordinator will continue to share her expertise in the development and management of personnel within the Foundation Stage in order to maximise children's learning. The development of an outside classroom area for the reception classes is a high priority in improving the provision.
31. The governing body has a good knowledge and understanding of the school's strengths and the areas that it needs to develop. It challenges and supports the senior management team. Despite playing a largely non-participatory role in strategic planning, governors ask tough questions about the impact of proposed developments and, together with staff, attend training on strategic planning.

Financial information

32. The school's approach to financial and resource management is very effective in helping the school to achieve its educational priorities. In his capacity of finance officer to a number of schools, the finance officer is well placed to ensure that the principles of best value are central to the school's management and use of resources. Specific grants, for areas such as special educational needs, are used effectively, as are the

additional funds allocated to the school as part of Excellence in Cities and other initiatives. Spending is monitored carefully and governors are kept well informed by regular budget statements. The school uses its budget very well to promote pupils' learning. The school is very effective in providing for the wide range of learning needs and pupils' achievement across the curriculum is good. Many pupils, especially those with English as an additional language, achieve very well. The school gives very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	729 562
Total expenditure	713 841
Expenditure per pupil	3 230

Balances (£)	
Balance from previous year	14 272
Balance carried forward to the next	29 993

OTHER SPECIFIED FEATURES

Provision for pupils with English as an additional language

The provision for the pupils with English as an additional language is **very good**.

Main strengths and weaknesses

- Support for pupils with English as an additional language is very effective.
- The high emphasis on spoken language is beneficial to all pupils and especially those with English as an additional language.
- English is taught well to all pupils and this benefits bilingual learners.
- Additional teachers and teaching assistants are effectively involved in supporting pupils with English as an additional language.

Commentary

33. Pupils with English as an additional language achieve similar standards to their peers. They often make very good progress. Lessons are well planned to take account of their needs and activities are well matched to these. The staff provide many opportunities in lessons for children to practise their speaking skills. Pupils enjoy the drama and role-play opportunities. They listen well to teachers and to each other. Pupils with English as an additional language are in all ability groups in classes. As teaching of English is good for all pupils, it provides well for those with English as an additional language. Pupils' progress in English is regularly assessed and assessments are used effectively to provide a good range of learning opportunities.
34. The staffing levels in the school mean that pupils with English as an additional language are frequently given additional support in small groups within the lessons. Staff focus well on pupils' language targets and this helps their progress.
35. The management of the provision for pupils with English as an additional language is very good. The headteacher is currently responsible for this area of provision and is working with a teacher new to the school with a view to giving her this responsibility. This good planning ensures continuity of provision. The good provision seen at the time of the last inspection has been effectively maintained.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for the areas of learning in the Foundation Stage is good overall. Provision in the nursery is very good. Difficulties in the location of an outside learning area for the reception classes have resulted in a weakness in aspects of the provision.
37. Children enter the nursery with a wide range of attainment. A significant majority, 68.8 per cent, of these children have English as a second language and these children are at a very early stage of English language acquisition. This has an impact upon all language-based subjects. A significant percentage of children, 31.6 per cent, have special educational needs. There is a high mobility of children, many of whom, as a result of the LEA admissions policy, do not follow through from nursery into reception. A similar number of children come into reception without having attended the nursery. This has a considerable impact upon the consistency of achievement over time. By the end of the Foundation Stage, standards of attainment are in line with national expectations. This means that, taking into account all these factors, children achieve well across the Foundation Stage.
38. The co-ordinator is a very good practitioner. The quality of leadership is good. She supports colleagues with ideas and has produced a clear action plan for improvement. Management is satisfactory. The school has recognised the need to develop the Foundation Stage provision further so that all the children have very good opportunities to develop their knowledge and skills. The co-ordinator is continuing to develop and manage all personnel within the Foundation Stage in order to ensure all children learn well. The development of an outside classroom area for the reception classes is a high priority.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children achieve very well because the very good teaching ensures they are encouraged to take responsibility for their own actions at an early age.
- The children attain standards expected for their age by the end of reception, even though standards for some were below average when they started.

Commentary

39. The teachers and teaching assistants in both the reception and nursery ensure that the environment provided and the ethos of the class help the children to learn quickly the correct way to behave. Children feel safe and secure, and separate happily from their carers. They know and respond willingly to routines such as tidying up and registration. Very good opportunities are taken to reinforce the need for good hygiene, for example, when children in the nursery made gingerbread men. As a result of the very rich and varied provision in the nursery and the very good quality of the teaching, children become totally engrossed in their activities and maintain a high level of concentration. Where activities were interesting, children in the reception class also maintained effective concentration. At other times, their attention wandered and they tended to flit from one activity to another.

40. All adults encourage the development of social skills in a variety of ways. For example, children are encouraged to take turns on the computers. Children with special educational needs are well integrated and receive good support. As a result, all children are confident to try new things. Very good relationships throughout the Foundation Stage promote very positive attitudes to learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills. Teaching is good overall.
- Lively and imaginative strategies effectively engage the children and focus them clearly on the learning objectives.
- Very good development of speaking skills, particularly for children with English as an additional language.
- Clear identification of children who either need support or extension enables them to achieve well.

Commentary

41. Most children are on course to attain the early learning goals in speaking and listening by the end of the reception year. The early skills of reading and writing are less well developed. This is because many children have English as a second language. As a result of very good teaching and learning and effective provision, achievement is good. All writing displays celebrate the children's home language as well as English script. Adults keep detailed records of the language development of children with particularly poor skills. This ensures that the children with most need get the necessary support. Children develop their speaking and listening skills well through role-play and drama. For example, an exciting, very well resourced 'Bear Hunt' was used by the supporting teacher in reception as a highly effective way in which to develop speaking skills. Good direct teaching enabled children to write independently. Where lessons are less organised and there is little extension of ideas, children's learning is unsatisfactory as their interest wanes.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Some children's limited language skills in English mean that it is difficult for them to describe their mathematical ideas.

Commentary

42. Teaching and learning are good. In the nursery, teaching and learning are often very good. Adults take every opportunity to develop the children's mathematical skills, in particular, the development of mathematical language. In both the nursery and reception classes, adults question the children effectively whilst they are engaged in a

variety of activities, always trying to draw out and encourage mathematical understanding. In the nursery, for example, children making gingerbread men used their counting and weighing skills as part of a really exciting activity that was used well by the teaching assistant to strengthen language and concepts. In a good link with information and communication technology, higher-achieving children in the reception class enjoyed working with a programmable toy, which further stimulated their counting skills. In less-effective lessons, the activities are sometimes not sufficiently stimulating and children become more attracted to the rich and varied environment in which they are working. By the end of the reception year, standards are in line with what is expected in the early learning goals and achievement is good. During the inspection, children were seen to count to ten securely. Whilst most children understand the concept of 'one more', not all children count on with accuracy.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Exciting and interesting activities sustain the children's concentration.
- Well-framed questions and the good modelling of the use of tools and language by adults enrich children's learning.

Commentary

43. As a result of very good teaching and learning, children achieve well and the majority of children attain the early learning goals in this area by the time that they enter Year 1.
44. A rich and varied environment in the nursery provides opportunities for children to learn. During the inspection, children were learning about a variety of scientific ideas, such as their senses. They considered the changes that take place in cooking, whilst improving their proficiency in the use of tools as they mixed the ingredients. Many opportunities are provided for children to develop a wide range of knowledge and skills. They consider concepts of balance and scale as they build with blocks, examine the textures and patterns on the nature display and delight in their ability to program the floor robot. In the reception class, children's skills progress well as they test and predict the taste of different liquids. They successfully program the floor robot to make more complex moves. Teachers effectively use a variety of ideas to stimulate children's learning well. For example, in reception, children drew a plan of their journey when on 'Bear Hunt', which was stimulated by reading the story.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good** in the nursery, but lack of adjacent outside provision is an **unsatisfactory** element in the provision for reception.

Main strengths and weaknesses

- The outside classroom area for children in the reception classes is unsatisfactory and this restricts children's physical development.
- Opportunities for developing physical dexterity are very good in the nursery and children use their bodies with good control when they run or make large movements.

Commentary

45. Good quality teaching provides a wide variety of activities and opportunities for all children to develop their manipulative skills by handling dough, scissors and small toys. Wheeled toys and a wide range of apparatus provide good opportunities for children in the nursery to make large-scale movements in a safe, well-planned learning environment. Their physical development progresses well as they develop their confidence.
46. In reception, the small area roped off from the main playground, that includes a grassy bank at an angle of 45 degrees, does not provide sufficient space to set up activities that will further develop these skills through individual investigation and experience. Children use tools, pens, scissors and brushes regularly and make satisfactory progress in developing these manipulative skills. Children's achievement is satisfactory, overall, and they are in line to attain the early learning goals at the end of the key stage.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Effective training for staff, together with family workshops, promotes staff expertise and this enriches children's learning opportunities so that they achieve well.

Commentary

47. The quality of teaching and learning is very good. Most children are in line to reach the early learning goals by the time that they enter Year 1. A well-planned curriculum encourages children to be creative within a safe environment. Children in both nursery and reception have access to a wide variety of materials and media. Direct teaching, supported by the enriching experiences, such as the 'Big Draw' when families work together, gives children the confidence to experiment and make good progress in their learning. Outstanding work was produced when the children in the nursery worked with a consultant to create images of different-coloured and different-sized balls in a variety of materials.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Teaching is good, often very good and sometimes excellent. The teaching of writing is excellent.
- Standards in reading and writing are above average. All pupils make good progress.
- Staff work very well together.
- Pupils with English as an additional language and special educational needs are very well supported.
- Leadership and management are very effective.

Commentary

48. Pupils achieve well in English. A good proportion of pupils achieve very well in relation to their attainment when they enter the school. The school has maintained the good standards seen at the time of the last inspection and standards in writing are improving. Standards of pupils' speaking and listening skills are in line with those expected in Year 2. Standards in reading are above average and standards in writing are well above.
49. Staff place a high emphasis on developing spoken language in all lessons. Pupils in Year 2 speak confidently. Their responses to teachers' questions show that they listen carefully. They use teachers' good modelling of language in their answers. Pupils respond well to the opportunities they are given to act out scenes from stories. This is helping them to make good progress in speaking and is especially helpful to pupils with English as an additional language.
50. Pupils enjoy reading and talk enthusiastically about their favourite books. Year 2 pupils read fluently and with good expression. They are learning good strategies for tackling unfamiliar words, such as sounding words out and using clues from the pictures. Some pupils are beginning to read the rest of the sentence for clues. They correct themselves when they realise that what they have read is not accurate.

Example of outstanding practice

The school has developed excellent practice in teaching writing. Staff place a high emphasis on spoken language and model this well for pupils.

This means that pupils develop their understanding of good sentence construction and can use this in their writing. Pupils enjoy acting out scenes from the books they are reading and practising the dialogue. In an excellent lesson, the teachers met children in the playground and led them back to the classroom on a 'scary journey', dramatising the story 'A dark, dark tale'. This lively and imaginative presentation engaged pupils and helped them practise the phrases that they later used in their writing. In the drama, teachers encouraged children to suggest a range of adjectives they could use to make their writing interesting. Children were enthusiastic about the lesson and, as a result, produced stories of a very good standard.

51. The excellent practice introduced throughout the school has resulted in pupils becoming enthusiastic writers. They enjoy writing stories and produce a good amount of work. Their writing is lively and often shows imagination. They are confident writers and try out spellings without asking for help. Their spelling shows that they are developing a good knowledge of sounds. Most simple words are spelled correctly. Some pupils are beginning to join their handwriting. More able pupils are beginning to use a good range of vocabulary, which makes their writing lively and interesting.
52. The quality of teaching seen in lessons was good overall, with examples of very good and excellent teaching. Teachers place a high emphasis on spoken language. They question pupils skilfully, ensuring that they understand the work. The very good teamwork between teachers and support staff enables them to meet the needs of different groups of pupils very effectively. Teachers assess pupils' work thoroughly and their marking gives pupils very helpful guidance as to how they can improve their work.
53. The management of English is very good. The subject leader has a thorough knowledge of the subject and is very effective in supporting colleagues. She has observed colleagues teaching and has given clear and constructive feedback. With colleagues, she reviews pupils' progress in English and has a good understanding of what the school needs to do to continue to improve standards.

The development of language and literacy skills in other subjects

54. Pupils have good opportunities to use their reading and writing skills in different subjects. In one class, pupils had written a leaflet about how to keep safe in physical education. This was used effectively in their physical education lesson. Speaking and listening has a high priority. Teachers model language well for pupils and encourage them to develop their speaking through drama and role-play.

MATHEMATICS

Provision in mathematics is **good**. Standards have risen because of the **very good** leadership and management provided by the school.

Main strengths and weaknesses

- Effective teaching and learning.
- Very good use of in-service training, linked to the planned initiatives.
- Good coverage of all attainment targets ensures that a broad and balanced curriculum is taught.
- Two parallel classes plan together, but teachers make differences in their planning to correspond with the learning needs of the pupils in their class.

Commentary

55. The majority of children enter the nursery with a poor level of attainment; many have English as an additional language, which inhibits their mathematical development. By the end of Year 2, most pupils attain the standards expected and a good proportion now attain the higher standard of Level 3, which means that pupils achieve very well.
56. Pupils achieve well because of the good quality of teaching. In Year 2 teaching is consistently very good. Teachers develop very good relationships with the pupils and ensure that pupils become confident learners who can explain what they did the previous day using subject-specific language. The effective use of training for teachers and teaching assistants has had a direct impact upon improving the standards attained, particularly by higher-achieving pupils and at the end of Key Stage 1. Teachers have very secure knowledge and understanding of the subject and learning is exciting. Pupils are thrilled that they have to undertake an investigation or to become mathematical detectives. Teaching assistants are quick to pick up on the needs of pupils with English as an additional language and those with special educational needs, whilst teachers provide a very good range of strategies for higher achievers. This, together with very good assessment procedures, keeps pupils on track to achieve the challenging targets that the school has set this year.
57. The recommendations of the last inspection have been acted upon and, as a result, pupils now receive a broad and balanced curriculum and there are many links made between numeracy and the rest of the curriculum. The significant numbers of pupils with limited knowledge of English are targeted effectively to ensure they make good progress. Pupils with special educational needs make good progress throughout the school because their needs are effectively identified and good levels of support are provided.
58. Analysis of past work shows that pupils produce a significant amount of work. The quality of marking is inconsistent. Some marking assists pupils in understanding their

mistakes and setting targets for further achievement. More consistent, rigorous processes and procedures for marking would increase the status of all pupils as independent learners. The subject co-ordinator has very good skills in both leadership and management. She demonstrates clear strategic thinking as she plans for improvement and carries out the rigorous evaluation of the education provided. The high priority that she has given to the development of staff expertise has proved particularly effective in raising standards. The professional development of teaching assistants has led to very effective support for pupils and is now a strength in the teaching of mathematics.

Mathematics across the curriculum

59. The previous report stated that there were too few opportunities to use and apply mathematics across the curriculum. As a result, one of the main priorities of the action plan for mathematics has been to provide training and to monitor where and how numeracy is used across each curriculum area. Teachers now record opportunities where numeracy can be effectively applied in each curricular area and also the research and reference skills used within that area. For example, pupils use accurate positional language and are able to use the correct vocabulary when describing shape in art and design and physical education.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good achievement results in pupils attaining standards that are broadly in line with those expected.
- Good teaching ensures pupils' effective development of knowledge and skills.
- Improving opportunities for pupils to develop their investigative skills are raising the proportion of pupils attaining the higher standard of Level 3.
- Good opportunities are provided for pupils to develop their writing skills through science.

Commentary

60. Pupils achieve well in science because of good teaching. Activities are interesting and good support is given to pupils with English as an additional language, which ensures that these pupils gain a satisfactory understanding of new terms and scientific vocabulary. A focus on developing pupils' knowledge and understanding through the use of practical tasks and investigations supports all pupils' learning. Standards have steadily risen over the last three years and are now broadly in line with those found nationally. The proportion of pupils attaining the higher standard of Level 3 is also improving.
61. The quality of teaching in science is good. Teachers have a secure understanding of the knowledge and skills to be taught and stimulate pupils' good levels of interest. When asked if they are helped to learn new things, pupils in Years 1 and 2 eagerly talked about their new topics in science lessons, showing good gains in their understanding of food groups and the importance of healthy eating since the beginning of term. Teachers monitor pupils' work effectively and plan activities well to introduce new ideas and skills. Teachers have introduced simple assessments at the beginning of each topic so that they can gauge pupils' prior knowledge and understanding and so

plan activities that effectively build on it. Activities are then well matched to pupils' needs. Most pupils in each class are enabled to successfully learn about new ideas. Teachers identify the scientific terms they are to introduce, so that they are understood by pupils and effectively assimilated into their vocabulary. The new language is not, however, always displayed for pupils to see as well as discuss.

62. The co-ordinator has a satisfactory awareness of standards and teaching in science. She has not undertaken any observations of teaching lately because of pressures on her time as a result of other responsibilities. However, effective analysis of test data has identified the areas of weakness in pupils' learning, which have been successfully addressed through the introduction of more investigative methods of learning. Assessment is used satisfactorily in science to monitor pupils' learning, but more rigorous methods are planned so pupils' progress can be monitored. Resources for science are good and this promotes good opportunities for pupils to explore ideas. Information and communication technology has begun to be used to support pupils' learning in science, but it is in its infancy. A satisfactory start has been made with, for example, pupils creating images of a human face and labelling its features. Pupils are encouraged to record their findings and ideas using both diagrams and written explanations. They do so well, showing a confidence in writing that is above average for their age.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** overall.

Main strengths and weaknesses

- Much improved resources are enabling pupils to have more frequent opportunities for effective learning.
- Teachers' confidence has been improved by in-service training, thereby ensuring that the curriculum is taught more effectively.

Commentary

63. Pupils now make satisfactory achievement in their lessons because there are regular opportunities for them to learn new skills and apply them in different situations. The improved resources and increased expertise of teachers now enable the whole curriculum to be taught effectively. From the evidence available during the inspection, standards would appear to be in line to meet the expected levels by the end of Year 2.
64. Only one lesson in information and communication technology took place during the inspection and this was evidence of good teaching and pupils' effective learning. The new mobile computer suite is enabling teachers to successfully introduce new skills and these are being satisfactorily promoted in other subjects. Pupils' writing skills and understanding in mathematics are well promoted using information and communication technology. Two lessons were observed when teachers used the interactive whiteboards very well as a resource to introduce information and present tasks. In one lesson, pupils thoroughly enjoyed taking their turn in completing sums on the whiteboard and this stimulated their interest and motivation to succeed.
65. The provision for information and communication technology has been improved since the previous inspection. Good leadership has ensured that the priorities for development have been achieved and there are clear targets for future development. The co-ordinator has good expertise and is beginning to work alongside colleagues to ensure their skills and expertise match the needs of the curriculum. Pupils are

encouraged to evaluate their own learning and pupils in Year 2 complete a simple assessment of how well they have learnt during the lesson. This is good practice, but there are no formal assessments by which pupils' attainment and progress are monitored by the teachers.

Information and communication technology across the curriculum

66. The school is promoting satisfactory links across the curriculum and has many plans to improve these links. Co-ordinators in all subjects are looking at how pupils' knowledge and skills can be further promoted in this way. The school is always looking for opportunities that will inspire pupils' greater achievement. The co-ordinator for information and communication technology has successfully applied for a music and information and communication technology initiative, which will take her to Barbados to set up conferencing opportunities between a school there and Robinsfield Infants. The project as planned will promote pupils' knowledge of how information and communication technology enables effective communication and will develop pupils' geographical knowledge, their performance skills in music and their literacy skills as they create questions to ask the pupils in the other school.

HUMANITIES

67. In humanities, work was sampled in **history and geography**, with only one lesson seen in each subject. It is, therefore, not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and have been maintained in Years 1 and 2 since the last inspection. In both subjects, it is evident that visits and visitors play an important part in enriching pupils' knowledge and interest. A recent focus on Black History month has proved a stimulating opportunity to expand pupils' awareness of the impact of extraordinary people on the lives of others.

Religious Education

Provision in religious education is **satisfactory**.

Strengths and weaknesses

- The school draws on the richness of its cultural diversity to enhance the quality of teaching and learning.

Commentary

68. The quality of teaching and learning is satisfactory overall and pupils achieve in line with the expectations of the locally agreed syllabus, with higher-achieving pupils working above that level. Analysis of pupils' past work shows a significant volume of recorded work and a good coverage of the scheme of work. Much of the work covered is developed through collaborative class work. One such topic resulted in a large book entitled, 'Rights and Responsibilities within a Community'. Pupils had drawn upon their own community, inviting visitors such as the local vicar to answer pre-planned questions. In lessons, pupils achieve well, building securely on previous learning. Discussion with pupils shows that, although knowledge about religious education is limited at this time of the school year, pupils can reflect on what they know and show a true insight into those areas that they have covered in depth. Pupils as young as those

in Year 1, for example, show a good grasp of difficult concepts, such as how water is symbolic of the purification of sin.

69. The co-ordinator is enthusiastic and provides good leadership. Management is satisfactory. She has worked hard to produce a scheme of work that has improved staff confidence in the teaching of religious education, but, at present, there has been little opportunity to monitor the quality of education through the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils of all capabilities achieve well because of the good opportunities to develop their creativity, knowledge and skills.
- The comprehensive scheme of work ensures there is an effective focus on developing pupils' knowledge and skills.
- Art has a high profile in the school and there are good opportunities for pupils to develop their creativity in a range of ways.
- A good partnership with parents is promoted through art, and international museums and art galleries are used well to promote pupils' further learning.
- Art does not depend on a good understanding of English and so all pupils, especially those who are refugees or asylum seekers and those who have English as an additional language, find success and gain confidence.

Commentary

70. Art and design plays an important part in the inclusive ethos of the school. In a community where many children and their parents have English as an additional language, the participation in art activities is seen as a way to promote good links with families and to enable pupils to succeed in an area that is not dependent on their English skills.
71. Art and design provides rich learning opportunities for pupils, so they achieve well. Standards through the school from the nursery upwards are consistently above those expected nationally. The well-drafted scheme of work enables staff to teach art and design effectively. When lessons are taken by the co-ordinator, the quality of teaching and pupils' learning is at least good. The units of work taught enable pupils to build their skills from one lesson to the next so that the final artefact is a successful culmination of several weeks' work. In discussion with pupils, many said that art and design was one of their favourite subjects.
72. Many activities draw on the richness of the local environment. Pupils regularly visit Regents Park and Primrose Hill to study the changes in the seasons. Pupils attend workshop sessions at several international art galleries and pupils delight in the opportunity to study famous works of art at first hand. The annual 'Big Draw' day attracts large numbers of families, who come into school on one Saturday to explore creativity together. Past events have looked at the task of drawing each other and this year, the activity was to make a three-dimensional space using boxes, which was then decorated to follow the theme.

73. The subject is well led and managed. The co-ordinator teaches many of the classes and collects work from throughout the school. This provides her with a good awareness of standards and general achievement. She leads the subject well, but recognises that a more formal method of assessment would enable teachers to monitor individual progress and ensure that pupils of all levels of attainment are achieving their best.

Design and technology, music and physical education

74. Work was sampled in design and technology, music and physical education. It is, therefore, not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and have improved in Years 1 and 2 since the last inspection. No lessons were observed in music, but standards in singing are often good and pupils show pleasure and enthusiasm when singing in their class assembly, which is much appreciated by the large audience of parents and governors. The effective use of visitors to the school with specialist knowledge and expertise in physical education is having an impact on improving pupils' awareness of fitness in a weekly lunchtime club.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social, health education and citizenship is **good**.

Main strengths and weaknesses

- Promoting pupils' personal and social skills, raising their self-esteem and confidence and their awareness of how to keep safe are central to the school's ethos.
- There is no scheme of work to ensure that there is a clear progression in what pupils learn.

Commentary

75. No lessons were observed in personal, social and health education and so no judgements can be made about teaching or standards. However, from other evidence, it can be seen that the school makes good provision for pupils' development in this area. The lack of a clear scheme of work, however, reduces the effectiveness of the provision. Pupils' progress is due to the whole-school ethos for promoting this aspect of pupils' personal development.
76. From children's earliest days in the nursery, and consistently through the school, pupils' personal and social skills are very well promoted. They are given many opportunities to work and play in different groups, to make informed choices and to discuss their ideas. There is not a formal scheme of work for personal, social and health education and citizenship, but the work is central to the school's ethos of promoting pupils' personal and social skills and raising their self-esteem and confidence. Some teachers give regular formal opportunities for debate to consider issues that are important to the pupils; others use this strategy as and when they feel it is appropriate.
77. Pupils' awareness of their role in the class and in the school as a whole is well promoted. Pupils are involved in the setting of class rules and understand the need for rules for the school. The recently introduced school council is also promoting pupils' understanding of how they can be active in improving their school. All classes, for

example, discussed how the new climbing frame in the playground should be used and how to be fair and safe.

78. Pupils' health education is well promoted through science. Pupils in Year 2 effectively discuss the importance of medicines and the dangers associated with them. These discussions successfully initiate pupils' early awareness of the use and misuse of drugs. The importance of healthy eating is also well promoted. Teachers consistently refer to the way pupils should think before acting so that they develop an awareness of how to keep safe. This is an important issue, for example, in gymnastics lessons, where pupils are given the responsibility of moving the large apparatus with the teacher.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).