

INSPECTION REPORT

WELLDON PARK FIRST SCHOOL

South Harrow

LEA area: Harrow

Unique reference number: 102220

Headteacher: Ms P Serby

Lead inspector: Mr J Donnelly

Dates of inspection: 12th – 14th January 2004

Inspection number: 258329

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First
School category: Community
Age range of pupils: 3 - 8
Gender of pupils: Mixed
Number on roll: 210

School address: Kingsley Road
South Harrow
Harrow
Middlesex
Postcode: HA2 8LT

Telephone number: (020) 8864 9378
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Appropriate authority: The governing body
Name of chair of governors: Mr Charles Cox

Date of previous inspection: 2nd March 1998

CHARACTERISTICS OF THE SCHOOL

Welldon Park First School caters for pupils aged three to eight. It is situated in London, close to South Harrow. The area is one of unfavourable social and economic conditions for a significant number of pupils. This is a two-form entry school with 210 pupils on roll and is close to the average size for primary schools nationally. It has similar numbers of boys and girls on roll. Attainment on entry to Year 1 is well below the national average. There are 59 pupils with English as an additional language (EAL); 58 are at the early stage of English language acquisition, which as a proportion is higher than average. The main languages spoken at home are Tamil, Somali and Gujarati. There are many countries of origin represented in the school. The majority of pupils come from Asian backgrounds, with significant proportions from other ethnic backgrounds, including Black British, African and Caribbean. There are small groups from other ethnic backgrounds. There are 36 pupils who are refugees or asylum seekers. The proportion of pupils eligible for free school meals is high. The proportion of pupils entering and leaving the school other than at the normal times is high. There are many pupils (27 per cent) with special educational needs (SEN); this figure is above national averages. There are a few pupils (5 per cent) with statements of special educational need who have specific speech and language learning needs and are part of the local education authority's specialist provision for speech and language delay.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	Mr J Donnelly	Lead inspector	Provision for pupils with special educational needs Information and communication technology (ICT) Physical education
9465	Mrs E Cooke	Lay inspector	
30362	Mrs J Henshaw	Team inspector	Provision for pupils with English as an additional language English Art and design Design and technology
21899	Mrs G Lawson	Team inspector	Mathematics Geography History Religious education
22113	Mrs A King	Team inspector	Areas of learning for children in the Foundation Stage Science Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Welldon Park First is a **good** school. All pupils achieve well as a result of good teaching and learning. Although standards are below average overall, progress is good since children enter the school with well below average standards. The leadership and management of the school are good. It provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievements are good; pupils of all abilities, gender and ethnicity and those learning English as an additional language achieve well in English, mathematics and science by the end of Year 3.
- Pupils with special educational needs achieve well as a result of good teaching.
- Pupils' relationships with each other are very good and they demonstrate excellent levels of confidence and self-esteem. The relationship between staff and pupils is very good.
- The commitment of staff and the very high level of teamwork are strengths of the school.
- The school's promotion of racial harmony is very good. Pupils' social and moral development is very good.
- Language resource provision for pupils with specific speech and language learning needs is very successful and these pupils achieve very well.
- Some pupils' attendance is too low.
- Computer skills are not taught consistently, particularly in English.
- ICT is not effectively used to support the management of the school.
- Gifted and talented pupils are not being identified.

Since the previous inspection in March 1998, the school has made **good** progress. The key issue requiring the governing body to improve its role has been addressed in full. The inspection team judges this aspect of the work of the school to be sound and standards in religious education are now satisfactory. The overall provision for children in the Nursery and Reception classes is good and has improved since the last inspection. The headteacher and key staff have successfully addressed the weaknesses and other issues identified in the previous report.

STANDARDS ACHIEVED

The achievement of pupils during their time at school is good. By the end of the Reception year, children's standards are below the expected levels from an even lower starting point when they enter the Nursery; they achieve well in all areas of learning.

By the end of Year 2, achievement is good and this is built upon successfully until the end of Year 3. Achievement is very good for those statemented pupils with a specific speech and language learning difficulty.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	E	D	B
writing	B	D	C	A
mathematics	D	C	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards attained at the end of Year 2 in the 2003 national tests were below the national average in reading and mathematics, but average in writing. In comparison with those in similar schools, standards are above average in reading and mathematics and well above average in writing. Standards of pupils' work and standards seen in lessons are also below national average. Those pupils who join the school at different times often speak little English at home. There is very high mobility. These pupils achieve well from a very low starting point. Standards in physical education are good and satisfactory in all other subjects.

Pupils' attendance is unsatisfactory, but punctuality is good. The pupils behave well and have very good attitudes to their learning. Their spiritual, moral, social and cultural development is good overall. Social and moral development is very good as a result of very good staff role models.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good, and as a result, pupils learn well. The teaching in Year 3 is better than it is in Years 1 and 2, with more very good teaching. The best teaching is in the core subjects of English, particularly for pupils with EAL and language difficulties, and mathematics. Teaching in the Nursery and Reception classes is good. Because of this, children enjoy learning and start to acquire basic skills in literacy, numeracy, and personal and social development.

The quality of care and guidance given to pupils is good. The school makes good provision for the welfare, health and safety of pupils. Gifted and talented pupils are not effectively identified. The school's partnership with parents is good.

LEADERSHIP AND MANAGEMENT

The leadership and management of key staff and governors are good. The leadership of the headteacher is focused and purposeful, and she is ably supported by the deputy headteacher. The governors and key staff have a good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching and learning even further. Teamwork and collaboration between staff are at a very high level.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel that the pupils are well prepared for the next stage of their learning. The pupils have very positive views of the school. They are particularly enthusiastic about their teachers and other staff.

IMPROVEMENTS NEEDED

- Improve the attendance of some pupils.
- Identify gifted and talented pupils and plan work more suited to their ability.
- Improve the management of the school through the use of ICT.
- Use ICT to support learning overall, especially in English and religious education.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are below average throughout the school, but due to the low starting point of most children **their achievement is good.**

Main strengths and weaknesses

- Pupils achieve well; pupils of all abilities, gender and ethnicity, and those learning English as an additional language, achieve well in English, mathematics and science by the end of Year 3.
- In Years 1 and 2, pupils achieve well in reading, writing and mathematics, but many do not attain the average standard in the national tests except in writing, which is a current school focus.
- In the Nursery and Reception classes, all children achieve well, given their very low levels of attainment on entry, but overall they are not on track to reach the expected standards by the start of Year 1.
- Achievement for pupils who have learning difficulties, including those with speech and language difficulties, is very good.

Commentary

1. Attainment on entry to the Nursery is well below the expected level, particularly in language and mathematical development. Records indicate that last year most children failed to meet the expected levels by the end of the Reception year. However, given their prior attainment, they achieved well. The picture is likely to be similar this year. They achieve well because of the high quality of leadership and the number of adults who provide a good curriculum that is focused on developing the basic skills of English and mathematics.

Achievement is good overall.

2. By the end of Year 2, achievement is good and this is built upon successfully until the end of Year 3. Achievement is very good for those pupils with specific speech and language difficulties.
3. Standards attained at the end of Year 2 in the 2003 national tests were below the national average in reading and mathematics, but average in writing. In comparison to those in similar schools, standards are above average in reading and mathematics and well above average in writing. Standards in the pupils' work and in lessons in Years 1-3 are also below average. Those pupils who join the school from the Nursery through to Year 3 often speak little English at home. These pupils achieve well from a very low starting point. Standards in physical education are good and satisfactory in all other subjects.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.4 (14.8)	15.7 (15.8)
writing	15.0 (13.5)	14.6 (14.4)
mathematics	15.9 (16.4)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

4. A significant proportion of pupils with special educational needs have specific learning difficulties and also make good progress. Their needs are quickly assessed, targets are carefully set for them and their progress is regularly checked. The headteacher has insisted upon very high standards of teaching and used observation time effectively to raise the quality of teaching and to smooth the disruption caused by the high level of pupil mobility.
5. The standards currently being attained by pupils in Year 2, including those with learning difficulties and those with English as an additional language, are better than those achieved in the 2003 tests.
6. Standards in Years 1 - 2 are not as high as in Year 3 because the overall quality of teaching is not as good and many pupils are still acquiring the basics of the English language. This slows their learning in other subjects. In addition, levels of attendance are lower in Years 1 and 2 so the younger pupils have a more disrupted education. However, the trend of improvement overall is in line with the national average.
7. As a result of good teaching overall and very good teaching by staff from the Ethnic Minority Achievement Service, pupils for whom English is an additional language achieve well and sometimes very well. Pupils begin school with standards of attainment below those expected nationally and many join the school at times other than the normal starting and finishing points.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good** and their behaviour is good both in and out of lessons. Overall, their spiritual, moral, social and cultural development is good, with very good strengths in moral development, relationships and respect for others. Attendance is unsatisfactory and well below the national average, and the procedures for promoting good attendance are insufficient. Punctuality is good, with few pupils arriving late each day.

Main strengths and weaknesses

- Attendance is unsatisfactory and the school has inadequate procedures for promoting and improving attendance.
- The school makes very good provision for the moral and social wellbeing of pupils.
- Interest in all school activities is high, pupils enjoy school and relationships are very good throughout.
- Adults in school set the pupils a very good example, encouraging strong moral development and fostering good relationships.
- Parents have positive attitudes to school and this encourages their children to be eager learners.
- There is racial harmony.

Commentary

8. Authorised absence rates are well below those expected nationally and are worse than previously reported. Too many pupils miss sessions, which impacts on their learning, often because of extended term-time holidays. Registers are kept on a manual system and are marked promptly and accurately, but little analysis of them is undertaken. This means that the school does not know attendance rates for individuals, groups or classes and cannot target pupils or groups of pupils who have poor attendance. There is no electronic management system to monitor attendance; for example, as percentage rates across classes or periods of time. However, inspection evidence suggests that there is variation between classes; in particular, Reception attendance last term was poor and this slows the rate of learning, whilst Year 3 was much better. This is unsatisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.4	School data	0.3
National data	5.4	National data	0.4

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

9. Pupils' attitudes to school are very good, they are keen to attend and are eager to learn, and they enjoy school. Teachers have high expectations of pupils, and youngsters respond very positively to their teachers' well-planned and well-resourced lessons. As a result, they learn well. For example, in a Year 2 English lesson, pupils listened well and participated enthusiastically in a reading activity that was well matched to their needs; as a result, they sustained concentration and achieved well. Pupils show good behaviour both in and out of lesson; they are sensible and show respect for their school and its resources. Teachers consistently use the school's positive behaviour-management strategies, which have a positive impact on pupils' levels of concentration. However, some pupils find it hard to sit quietly in assemblies when they are in a large group and are not closely supervised. No pupils have been excluded from school recently, and this underlines the success of the school in promoting good behaviour. Behaviour and attitudes were reported in similar terms in the last report.
10. Relationships continue to be a strength of the school. Pupils are kind, good-natured and helpful. They confidently share their activities and learning with visitors and enjoy harmonious friendships in the playground. For example, members of the new school council explained clearly what their role is and showed good understanding of the importance of their job as pupil representatives. Pupils are considerate towards each other and show caring attitudes in the playground if a friend falls over. Pupils starting at the school at other times during the year are rapidly integrated and learn quickly the rules of the school. The role of "buddy" to a new pupil is highly valued! All adults in school provide very good role models for pupils to follow, and racial harmony is a positive feature of the school.
11. Pupils' personal development is cultivated well through the very strong school ethos, the inclusive and supportive approach all adults have to individuals, the curriculum and the comprehensive range of policies provided by the governing body. Moral and social development is supported very well, in particular by assemblies and in circle times that are planned to be accessible and appropriate to the diverse school community. Themes such as friendship, personal qualities and behaviour are explored at these times. Cultural and spiritual development is well promoted. Children's personal and social development in the Nursery and Reception classes is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good; teaching and learning, the curriculum and links with parents are positive features.

Teaching and learning

The quality of teaching and learning is **good** overall and the quality of assessment of pupils' work is good.

Main strengths and weaknesses

- Good challenge, pace and enthusiasm, particularly in Year 3, ensures that learning is fun.
- Lessons are well prepared with a good match of materials to the range of learning needs.

- Very good relationships very effectively promote pupils' learning.
- Very good provision for pupils learning English as an additional language and those pupils identified as having special educational needs.
- Plenary sessions, especially in mathematics, are not always used effectively to reinforce what pupils have learned.
- Assessment is good.
- There is some loss of pace in lessons in the Reception Year.
- In a few lessons, the needs of all pupils are not being met sufficiently.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (25%)	10 (50%)	5 (25%)	0	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 are seen.

- Teaching and learning are good in the Nursery and Reception classes and the children are making good progress. The staff have secure understanding and knowledge of the curriculum for young children and work is planned well, with good organisation overall and good interaction and participation with children in their learning. Expectations of what the children can achieve, based on what they already know and can do, are high. The staff work hard to ensure that children learn how to behave well and to develop good personal and social skills, confidence and self-esteem. They also work well with the children to ensure that they become increasingly independent and develop autonomy in their learning. The children are learning quickly as a result and are acquiring well the basic skills in literacy and numeracy. Teaching methods are appropriate overall, but sometimes in the Reception class the way sessions are organised results in some loss of pace to the children's learning and impedes their ability to concentrate and persevere for sustained lengths of time. However, resources are used well, and high standards of behaviour are maintained. Teaching assistants and other support staff are deployed very effectively and there is very good awareness of the importance of equal access and opportunity to the curriculum for all the children.
- In Years 1 and 2, the quality of teaching and learning is good overall and pupils are achieving and progressing well. Planning of lessons is good. The staff have a good awareness of the requirements of the National Curriculum and the Strategies for Literacy and Numeracy. They engage with the pupils effectively and encourage them to be active learners and to participate fully in lessons. Expectations for both behaviour and learning are generally good, although sometimes teaching methods do not fully match the needs of the pupils. Resources are used well in lessons and a brisk pace is set at the beginning of lessons, although sometimes in mathematics plenary sessions at the end of a lesson are not always effectively used to ensure that pupils have understood fully what they have been learning. However, support from teaching assistants is very good; they are deployed very well and use their skills very effectively to promote the children's learning, especially those pupils learning English as an additional language and those identified as having special educational needs. Homework is well planned and provided regularly, with a good variety of coverage across subjects. The school provides very well for the different groups of pupils and ensures that they are all active participants in the range of activities provided.
- In Year 3, teaching and learning are also good, with some examples of very good teaching in science, and all pupils achieve well. The staff plan lessons well and understand the curriculum, which is appropriate for this age group. Relationships are very good, as in other year groups, and the staff strive effectively to ensure that pupils take full advantage of the learning opportunities. There is good classroom management to promote good behaviour, lessons are

well organised and teaching methods are effective. The staff use the resources effectively in lessons and prepare them carefully; for example, in a Year 3 science lesson, the selection of materials for the pupils to classify had been considered carefully to make sure that there was a good range to encourage the pupils to think. Again, support from teaching assistants is very good for all groups of pupils and homework is used effectively to consolidate what the pupils have learned.

15. The pupils identified as having special educational needs are supported well in classes and therefore make good progress in their learning. The work of staff supporting special educational needs and those pupils learning English is very good and this very effective practice is continued in lessons. For example, the very good approach and interesting resources which were used very well were very effective in a Year 3 lesson on history.
16. Pupils for whom English is an additional language learn well and sometimes very well as a result of well-planned lessons. Careful identification and assessment of language needs and very good language modelling by teachers have resulted in good progress. The pupils are carefully grouped so that they receive support from other pupils as well as staff and feel confident enough to practise their new language in different situations. The quality of teaching by the staff of the Ethnic Minority Achievement Service is very good and reflected in the good and sometimes very good achievement of pupils.
17. Assessment procedures throughout the school are good overall, with a clear and well organised assessment framework to ensure that subjects are assessed regularly to check pupils' progress and how well they achieve. Pupils' work is marked regularly and there is a clear marking policy in the school, but there are sometimes not enough comments from staff on how pupils can evaluate and improve their work. However, in Year 3, for example, in science, pupils' work is well marked with comments to show pupils what they can do next and point out what they have learned. Assessment overall is thorough and pupils' work is assessed regularly in a range of ways; for example, from samples which are judged against National Curriculum levels and then form part of each pupil's individual assessment record. Results from national tests for pupils in Year 2 are analysed carefully, records are kept of pupils' progress from the Nursery through to Year 3, especially in aspects of literacy, and these are used effectively to plan what they are to learn next, based on what they already know and can do. They have their own individual targets for what to aim for next, from the Nursery onwards. These emphasise pupils' literacy skills. They are reminded what these are and are aware of their targets and what they are to achieve.
18. The quality of teaching in the school has been maintained since the previous inspection. There is now an effective policy for teaching and learning throughout the school, which is being used successfully to improve teaching and ensure that standards are raised.

The curriculum

The school provides a **good** quality and range of learning opportunities through its curriculum. Overall, the school's accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There is equality of access and opportunity for all pupils.
- Good planning in English and mathematics has a strong impact on teaching and pupils' achievement.
- The quality, number and contribution of learning support assistants are very good.
- Provision for pupils with English as an additional language and those with special educational needs is good.
- There has been an improvement in the provision for religious education since the previous inspection.

Commentary

19. The curriculum for pupils in Years 1 - 3 is good. This is an improvement since the last inspection. Now there is an even stronger focus in the curriculum on speaking and listening, which are highly relevant for the pupils, particularly those with speech and language difficulties and those for whom English is an additional language. The provision for the youngest children in the Nursery and Reception classes is good. There is good planning in English and mathematics which has a strong impact on teaching and pupils' achievement.
20. Teachers implement the National Literacy and Numeracy Strategies well and these are fully embedded in the curriculum. A comprehensive policy and detailed curriculum map ensure coverage of the National Curriculum, show progression for each subject across the school and provide a useful framework for teaching. All subjects have schemes of work to guide teachers in their planning. Teachers plan carefully and record pupils' progress systematically to ensure that pupils build on their learning, and this has a positive impact on standards of achievement.
21. The curriculum is broad and balanced. The pupils experience the full range of the National Curriculum, plus religious education and personal and social education. The provision for religious education has improved since the last inspection with more time allocated to the subject, improved links with other subjects, effective planning and increased resources. Drugs awareness and relationships education are being addressed appropriately through well-thought-out personal, social and health education. An essential element in developing pupils' self-esteem, independence, and personal, social and health education also enables pupils who are new to the school and the country to settle in quickly. A time when pupils meet to discuss issues concerning them is used very effectively to promote an inclusive and nurturing ethos. Through the school council, pupils have opportunities to voice their opinions and experience the responsibility of running meetings and managing change. This is enabling them to develop confidence and responsibility towards others, as well as fostering a climate of improved learning.
22. All pupils have equal access to the curriculum. The establishment of skilled and very effective support for pupils with English as an additional language, together with experienced teaching assistants in classrooms, has enabled genuinely inclusive learning. The overall provision for pupils who learn English as an additional language is good. Strengths include the quality of the specific support provided by specialist staff, the skilled and experienced support staff, effective induction procedures and links with parents. The school makes good use of opportunities to reflect, build on and promote the strong cultural heritage of pupils attending the school; for example, through assemblies, religious education and focus weeks. It uses a focus week each year with visits, activities and visitors to enhance and introduce innovative elements into specific areas of the curriculum. It also uses this opportunity to involve teachers and pupils from the local middle and high school in these curricular activities. The forthcoming focus week is based on developing pupils' speaking and listening skills and will include storytellers, puppeteers and visiting theatre groups.
23. The curriculum provision for pupils for whom English is an additional language highlights the importance that the school places on inclusion. Many experienced and well qualified staff are provided to give support to the pupils, and speaking and listening skills are placed at the forefront of all curriculum planning. Pupils work towards specific, stepped targets which are set. Specialist teachers influence the work of class teachers and provide supporting resources and guidance for other lessons.
24. Full advantage is taken of the locality to offer outdoor education to pupils through field trips and visits to local environmental areas. Pupils from Years 6 and 7 from the middle school also come in to help with activities in the school; for instance, on sports days and with games clubs. The school has links with a football club who coach both boys and girls in football skills, and has had tennis coaching in the past. Some pupils also join the middle school in a joint

breakfast club before school and an activity club after school, which is appreciated by parents and pupils alike.

25. The teachers are suitably qualified and well balanced in their total experience and are deployed effectively, although recent upheavals and staff mobility have meant that at the time of inspection some subject co-ordinators were very new to the post. The number of teaching assistants has increased and they work very well with classroom teachers in efficient teaching teams. Teaching assistants are experienced and skilled and provide highly effective support for teaching. The accommodation is satisfactory overall. Most of the building is well cared for and provides an attractive learning environment. Overall, the level of resources is satisfactory.

Care, guidance and support

Arrangements to ensure the welfare, health and safety of pupils, staff and visitors are **good**. Staff provide **good** academic and pastoral support and guidance for pupils. **Good** opportunities are given for pupils to express their views, particularly through the newly formed school council.

Main strengths and weaknesses

- There are very good and trusting relationships between adults and pupils.
- There is good provision for the personal welfare, health and safety of pupils.
- There are good arrangements to help pupils improve their work and to support their personal development.
- There are good induction arrangements for children into the Nursery and Reception classes and for pupils new to the school.

Commentary

26. Pupils are safe and well cared for. The welfare assistant has a significant role in this provision, but many staff are also qualified in first aid. There are good procedures for the administration of medicines, and good communication with parents ensures that any health or welfare problems are dealt with quickly. The school has successfully achieved the 'Healthy Schools' award. Good arrangements exist to ensure the safety and security of everyone at the school, and risk assessments are carried out. School trips are well planned. Sites are visited to ensure suitability and safety. The headteacher is responsible for child protection issues, and all staff are clearly aware of procedures if they are concerned. Pupils with special educational needs and those new to the school are well cared for. New pupils who speak English as an additional language are placed with other pupils who speak their home language to help translate any concerns and guide them around the school. As a result, they learn well in a safe and secure environment.
27. The procedures for the identification and assessment of pupils with special educational needs and those who speak English as an additional language are good. This ensures that they are given ongoing advice and support to improve their work. All pupils in Years 1 to 3 have specific improvement targets and most are aware of what they mean. As a result, they achieve well. Personal development is well integrated within class lessons. Grouping arrangements, strategies for good behaviour and tasks such as taking registers help pupils to understand their responsibilities. The school liaises well with outside agencies when extra support is needed. For example, the 'access and development' teacher works with identified pupils. Pupils are given opportunities to explore sensitive issues, and the new school council is beginning to help them air their views and to take on responsibilities.
28. Arrangements for pupils starting the school in the Foundation Stage are good. They are supported on an individual basis and the school works with parents to ensure that their children have settled well. When pupils move to their Middle School, they already have a good relationship with it through a programme of ICT lessons and visits during Year 3. The staff of both schools are involved in the transition of pupils, and special needs co-ordinators discuss

particular pupils' needs and are involved in the reviews for pupils with statements of special educational need.

Partnership with parents, other schools and the community

Partnerships with parents and carers are **good**.

The school continues to enjoy good links with parents and carers, and provides a comprehensive range of information about the school. Parents are very pleased with the work of the school. Children enjoy attending and learn well. Parents are interested in their children's development and provide good support at home. Links with the local community are satisfactory overall. The school has a good working relationship with the adjoining middle school that benefits pupils at both schools.

Main strengths and weaknesses

- Strong links forged with the middle school make a good contribution to learning.
- Parents are very pleased with the work of the school.
- Parents are supportive of children's learning at home and in school.
- Information to parents is of good quality and is readily available.
- Reports to parents about their children's progress are satisfactory, but some of the language used is jargon.
- Parents have positive attitudes to school and this in turn encourages their children to be eager learners.

Commentary

29. Parents of pupils at Welldon Park First School are supportive of the school and its work. They are keen to help their children to make progress and help them with homework, by attending school events, by supporting the Parent Teacher Association (shared with the middle school) and by fostering positive attitudes to school. They ensure that their youngsters come to school promptly each day, dressed in their school uniform and ready to learn.
30. Information to parents on the school is of good quality with a wide range of information booklets offered on aspects and year groups. There are parents' notice boards, a parents' seating area, a welcoming Reception desk and free informal access to staff at either end of the school day. The school seeks parents' views through formal and informal consultation and parents acknowledge that the school is open and approachable. A small minority of parents expressed some anxiety over security arrangements, but inspectors found no cause for concern. Induction procedures are good, allowing families time to settle in and learn about the school. Pupils arriving mid-year are welcomed individually and given suitable induction to meet their needs. Pupils act as "buddies" to new children and thoroughly enjoy this role.
31. Transfer arrangements to the middle school are good; pupils visit regularly for events and activities during their years at the school, and breakfast and after-school clubs are shared, and as a result, pupils are well prepared for their next stage of learning.
32. Community links are satisfactory overall. The school enjoys occasional links with local businesses, in particular, local supermarkets and businesses run by parents. There is only limited contact with local places of worship and faith leaders, and no regular visiting schedule has been established. The school participates in local authority initiatives such as Healthy Schools and in cultural events that can be held at the school. The focus week held each year is the main occasion when visitors such as drama groups and speakers come into school. School events are very well attended by parents and carers; for example, the Harvest Festival includes parents and the sharing of gifts of food with local senior citizens. The school has generally maintained previously reported standards in this area.

LEADERSHIP AND MANAGEMENT

The leadership and management of key staff and governors are **good**.

Main strengths and weaknesses

- The leadership of the headteacher is focused and purposeful and she is ably supported by the deputy headteacher.
- The governors and key staff have a good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching and learning even further.
- Teamwork and collaboration between staff are at a very high level.

Commentary

33. The headteacher's leadership and vision for the school's continuing success are based on a thorough knowledge of its strengths and weaknesses, and how these can be built on. She is very clearly focused on providing effective learning and raising high standards. She provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school's own identified priorities, leading to improved provision.
34. The headteacher, ably assisted by the deputy headteacher, is particularly effective in managing the staff, developing a strong sense of teamwork and a commitment to improvement. Her thorough knowledge of the particular talents of each member of staff enables her to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group. The senior management team and key staff are effective. They are forward looking and have a good knowledge and understanding of what works well and what needs to be developed.
35. The governors provide good support for the school, and fulfil their statutory responsibilities well. Established systems of communication ensure that they have an appropriately up-to-date overview of the school's work and achievements. This information, together with their developing employment of the principles of best value, enables them to make good informed decisions on the school's behalf. Within the governing body, there is a good breadth of expertise and experience that places governors in a good position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and strong management ability. They recognise that she and the staff are crucial factors in raising the school's performance and its achievements.
36. This is a school that knows its strengths and weaknesses well. It has effective arrangements for getting a detailed and accurate picture of the performance of different ethnic groups, and for analysing the information. Challenging but realistic targets for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure that these targets are met and this is why pupils achieve well from a low base even though standards are below average.
37. The school has focused on developing whole-school procedures for the analysis of its performance data and the regular scrutiny of pupils' work. The evidence gained is put to good use in evaluating how well the school is performing in relation to the national picture, the performance of similar schools and, most importantly, its own previous achievement. The school makes good use of statutory and optional national tests to inform these assessments. The scrutiny of pupils' work in other subjects, carried out effectively by key staff, provides similarly focused evidence of standards across the curriculum.
38. Alongside this process, the school has successfully established a programme for the regular observation of teaching and the examination of teachers' planning and record-keeping procedures. The headteacher and key staff ensure that all staff have a clear, corporate view of

the strengths and weaknesses in the school's teaching. This regular identification of areas for improvement ensures that good improvement takes place. This open climate reflects mutual professional respect and confidence in the school's leadership. All staff feel a keen sense of ownership of what is achieved and a shared commitment to improvement.

39. There is a clear sense of purpose in the school; teachers, pupils, support staff, governors and most parents take pride in the school. Although results in national tests are rising, staff are not complacent and there is a clear commitment to continued development. There is a strong ethos and shared commitment to work together to implement the school improvement plan. Performance-management procedures are fully in place and based on effective professional development.
40. The two co-ordinators for special educational needs have created an effective team of special teaching and support staff for pupils with special educational needs. They also work well with teaching staff and external support agencies. The school's documentation for the pupils is clear, concise and up-to-date. It spends well the funds it is allocated for pupils with special educational needs. It supplements them effectively from the main school budget so that all classes have enough support staff to ensure that pupils with special educational needs are almost always directly supported.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,294,404	Balance from previous year	50,000
Total expenditure	1,317,554	Balance carried forward to the next	26,850
Expenditure per pupil	2,403		

41. The SEN co-ordinators manage and organises the provision very well. The school uses funding from the general budget well to finance the costs of additional staffing, training and resources.
42. The leadership and management of the EAL service are good. The procedures for monitoring and tracking the progress of pupils who speak English as an additional language are good. The information gained is used very well to provide additional support.
43. Spending decisions are made sensibly with good value for money in mind. There is a clear focus upon raising standards, and the means by which this is to be achieved are agreed following consultation with staff and governors. The school is seeking ways to obtain the views of parents and the wider community. Decisions are informed by analysis of the school's own performance data, and by comparisons with the patterns of expenditure of similar schools. The costs of goods and services from potential providers are compared before spending decisions are made, ensuring that the best possible value for money is obtained. Competitive tendering procedures are used for large contracts such as building works. The school provides good value for money.
44. The headteacher has a clear view of the school's priorities for development which ensures the best use of a limited budget for pupils' benefit. School improvement priorities are identified from a detailed analysis of performance data, and following discussion with staff and governors; the cost of these priorities is clearly linked to budget planning. Subject co-ordinators are responsible for their departmental budgets, linking expenditure to their action plans. Information to enable the headteacher and governors to ensure that finances are kept in good order is readily available. The use of information and communication technology for routine

management tasks is unsatisfactory. Grants are used appropriately for their designated purposes.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the youngest children in the Nursery and Reception classes is **good**.

This good provision has been maintained since the previous inspection. The children have a good start to their schooling. They come in to the Nursery when they are at least three years of age and they attend part-time, either in the morning or afternoon. When they are five, they transfer to the Reception class either in the Autumn or Spring terms, depending on when their birthday falls. Some, but not all children, have attended a pre-school group or Nursery. They come into the Nursery class with levels of attainment which are well below average for this age group, and although they make good progress, their attainment when they go into Year 1 is still below the expected level in all areas of learning. During the week of the inspection, 22 children had only been in the school for 2 days. All children had very recently moved into their newly refurbished classes with which they were unfamiliar.

Main strengths and weaknesses

- Pupils achieve well in all areas of learning from a low starting point, because of the good teaching they receive, the well-planned and balanced curriculum, and the good range of interesting and relevant tasks and activities.
- The adults all present very good role models for the children, relationships are very good and the staff work well with the children. They interact effectively and participate with the children in their learning, and the staff all work well together.
- The accommodation has recently been improved to provide higher quality.
- The leadership and management of the Nursery and Reception classes are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between staff and children.
- Very good attitudes and good behaviour.

Commentary

45. The children's personal, social and emotional development is well promoted, teaching is good and the children achieve well. The children come into the Nursery class with social skills which are well below the expected level for this age group, especially in personal independence. Although they behave well, they are still learning to be independent and to tend to their own needs. In the Reception Year, they continue to make good progress in their personal and emotional development, although a few still find it difficult to share and take turns. This aspect of their learning is well promoted by the staff, who use opportunities well to encourage the children to develop their ideas about what is fair. For example, at 'circle time' the staff adopted the roles of children at play, to illustrate how it feels if toys are snatched or if children do not take turns. Through these activities, the children are learning to negotiate and play together, and behaviour is usually good as a result. There are very secure relationships between all staff and the children, who have very good attitudes to their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good promotion of the children's skills in identifying the sounds letters make in words.
- Good regular practice in reading, especially in the Reception classes.

Commentary

46. The children's skills in communication, language and literacy are developing well, due to the good well-planned teaching the children receive. The children's attainment in speaking, listening and communication is well below average when they first start in the Nursery class, but they make good progress towards their expected levels. The children's skills in identifying the sounds letters make in words are practised regularly and contributes well to their early reading skills. The children from the Nursery onwards are learning to recognise these, especially the initial letters in their own names. The children are learning to use a variety of tools and writing implements to develop their hand control and to try to write their own names using the appropriate upper and lower case letters. As they progress in the Reception class, children use these skills to write their own stories and news, and these skills are emerging well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good practice in counting.
- While there is some good work in making patterns, there is not enough in the Reception classes to develop the children's skills further.

Commentary

47. The children's mathematical development is well promoted and, although the children come into the Nursery class with skills that are overall well below the expected level for this age group, they make good progress and achieve well. This is the result of the good teaching. The children learn to count accurately and the staff exploit opportunities well to ensure there is good practice in counting in everyday situations. In the Nursery, the children are learning about two and three-dimensional shapes through their creative work in art and design. The children in the Reception classes are also using their ideas about shapes in model making, and some in making patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use of ICT to promote the children's learning in other areas of the curriculum.
- Good access to a range of materials and tools in the Nursery for the children to self-select in their model making.

Commentary

48. The children's knowledge and understanding of the world is well supported through well-planned activities to ensure the children have good experiences in exploring materials, both natural and manufactured, to question why things happen and to observe change. However, there are few living things such as flowers, plants and bulbs in the classrooms for the pupils to tend and observe how things grow. In both year groups, the children use the computers to practise their skills, using the keyboard and mouse and to reinforce their learning in other areas of the curriculum. The staff provide the children with good access to a range of materials and tools in the Nursery to select their own materials to make models. The range of materials is made accessible to the children in the Reception classes, but the move to these classrooms is very recent, and the organisation of the areas is still evolving and is not at its most effective yet.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities for the children to develop their hand control.
- Good developing skills in moving with co-ordination and control.
- The outdoor areas are not yet developed enough to help children develop their physical skills.

Commentary

49. The children's physical development is progressing well and their achievement is good. When they first start in the Nursery, their skills are well below expectations but, due to the good progress they make, they are working well towards the expected levels. Teaching and learning are good in developing the children's skills and the staff provide good opportunities for them to develop their hand control. The children are developing good skills in moving with co-ordination and control and also in moving imaginatively to music. The outdoor areas are still to be developed to promote the children's physical development, although there is a large climbing frame and suitable safety surface. The staff have plans to improve the use of the outdoors to complement the good curriculum which is already offered.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children's creative work is imaginative.
- There is a good range of materials to inspire the children, especially in the Nursery.
- The children's imaginative play is well-supported.

Commentary

50. The children's creative development is well promoted, they are making good progress and achieve well. Their creative work is valued and displayed proudly and there are good opportunities for the children to explore materials, substances and media using their senses. For example, during the inspection, the children had great fun decorating biscuits to represent faces. There is a good range of materials to inspire the children, especially in the Nursery, where the children have particularly good access to a variety of media and tools to use in their collage and model making. The children's imaginative play is well supported through a range of

activities and play situations, and the staff interact with the children very well to develop their creativity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning overall are good and are very good for pupils for whom English is an additional language or who are supported by language resource staff.
- Achievement is good overall. Achievement is sometimes very good for pupils for whom English is an additional language and pupils supported through the Language Resource Unit.
- There is insufficient challenge in reading for some higher attaining pupils.
- There are good strategies to develop speaking and listening skills.
- Pupils' skills in ICT are not good enough to support or challenge their learning.

Commentary

51. The quality of teaching is good and is very good by teachers from the Ethnic Minority Achievement Service and the Language Resource Unit. This has resulted in good learning and achievement. Sometimes, when pupils are given specific support, achievement is very good. For example, in 2003 Year 2 pupils attained standards in writing which were in line with the national average and well above those of similar schools. Standards in reading are close to that expected nationally. As pupils start school at standards of attainment below expectations and a significant number are learning English as an additional language, this is good achievement. Teachers use the National Literacy Strategy flexibly to reflect the importance of speaking and listening skills. Relationships are always good. This ensures good attention and behaviour.
52. Basic skills are taught well. Pupils learn to spell, write and read through the use of a variety of texts, systematic programmes and innovative ideas. For example, a handwriting programme using music helps to develop movement and flow. Letter and word sounds are also taught in a fun way using rhythm and rhyme. These have resulted in good use of pupils' knowledge to spell and to work out unknown words and an improvement in handwriting.
53. When pupils reach the end of Year 3, they continue to make good progress, yet standards are below average overall. Specialist teachers provide advice and resources to help teachers and support staff within the classrooms. For example, in a very good lesson in Year 2, led by the part-time teacher from the Ethnic Minority Achievement Service, good quality, appropriate resources were used with her group to focus on comprehension skills. These and other resources are made available for follow up work. The quality of support staff is also good. They make a significant contribution to the pupils' achievement in English.
54. Pupils mostly enjoy reading and do so regularly. They have a bright, well-equipped library and, for some, this is their favourite place. However, in spite of good provision there are insufficient numbers of pupils reaching the higher level in the national tests. This is partly because significant numbers of pupils join the school at different times or remain for a short time and because many pupils speak English as an additional language. However, although teachers are rightly aware of the importance of comprehension, some higher attaining pupils are occasionally reading texts which do not challenge them sufficiently. When pupils reach Year 3, they continue to make good progress.
55. Leadership and management are good. The school has maintained its standards since the last inspection. Pupils lack sufficiently developed ICT skills to make good use of activities provided

to develop their English skills. For example, some pupils spent too long struggling with the layout of a piece of work and were unable to complete the English task.

Language and literacy across the curriculum

The school has identified that achievement in all subjects relies on the pupils' understanding and use of spoken English and in this the school has been successful. This has resulted in many strategies to improve this alongside providing opportunities for pupils to develop their own home languages. For example, teachers make good use of puppets and story sacks to help pupils to act out and understand stories before reading and writing about them. All other subjects plan for speaking and listening opportunities and identify key vocabulary to be taught.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils meet their targets in mathematics and achieve well.
- Pupils with statements of special educational need, particularly those attached to the language base, achieve very well and make significant progress towards targets in their individual education plans.
- Teaching is skilled and effective for pupils with English as an additional language and those with special educational needs and, as a result, they are able to achieve as well as their peers.
- Teaching and learning are good.
- The National Numeracy strategy is well embedded and generally used effectively.
- Good leadership and management is effective in promoting higher standards.
- Assessment is helpful to pupils – they understand exactly what they have to do to improve and their performance is carefully tracked.

Commentary

55. Standards of attainment in the national tests at the end of Year 2 are below average but are above those for similar schools. Unsettled staffing and a high proportion of pupils leaving and joining the school have had a negative effect on standards. Results in 2003 were also affected by the low numbers of pupils gaining higher levels in the national tests. The school has analysed the results carefully and has put good strategies in place to provide appropriate challenge for higher attaining pupils. In lessons and work seen during the inspection, pupils' attainment was just below that generally expected for those of a similar age. The school meets the additional challenges provided by the significant numbers of pupils who have statements of special educational need or who have English as an additional language effectively by careful planning and skilled support in lessons.
56. Achievement in mathematics is good throughout the school. Pupils who have attended school since the outset make rapid progress because of solid foundations in mathematical skills laid down in Years 1 and 2. Pupils with English as an additional language and those with special educational needs achieve as well as their peers as a result of the very effective support provided by learning support assistants. Pupils with statements of special educational need, particularly those attached to the language resource and those with English as an additional language achieve very well and make significant progress towards targets in their individual education plans because of knowledgeable individual teaching, structured support and careful planning to meet individual needs. The school has worked hard to boost pupils' achievement and improve standards. The co-ordinator has carefully analysed pupils' 2003 test results and this has enabled teachers to identify strengths and weaknesses in pupils' mathematical skills, knowledge and understanding and develop strategies to work with them. The school divides the two classes in both Year 2 and Year 3 across the year into ability groups for the several of

their lessons. The strategies used in these lessons, for example, quick fire questions and rapid recall mental mathematics testing are beginning to show successful results, particularly in Year 3 where the scheme has been going for the longest. Through effective teaching, particularly the good use of mathematical language, pupils move forward rapidly in their learning.

57. Teaching is generally good and never less than satisfactory. Teachers' planning is thorough and well thought out. They explain tasks and new concepts well and keep a good overview of pupils' learning throughout the lesson, often by using skilled questioning. The mental mathematics sessions are a strong aspect of the overall teaching. Teachers' emphasis on mathematical language is very effective and their use of quick fire questions ensures a fast pace and exciting start to lessons. Teachers organise work very effectively to meet pupils' individual needs by a careful assessment of the appropriateness of the work to pupils' prior attainment and capabilities. Learning objectives are clearly outlined and pupils' individual targets referred to frequently so that pupils know how well they are doing and what they need to do to improve. The National Numeracy Strategy is well embedded in the curriculum and, together with the school planning, provides consistency in the context of very high pupil mobility. However, at the end of some lessons sessions are sometimes too brief or rushed and opportunities are missed to extend the learning of higher attaining pupils. Teachers' planning is informed by the content of the scheme of work, together with the assessment of pupils' previous work, and any difficulties they may have experienced. This ensures that during lessons teachers' attention is focused on adapting their teaching in the light of pupils' difficulties or emerging strengths in their prior knowledge.
58. The subject is managed well and there has been good improvement since the last inspection in several areas of the subject, particularly in development of the National Numeracy Strategy and opportunities for language development in mathematics. ICT is satisfactorily used. The co-ordinator has a clear vision for the development of mathematics and has put in place good strategic planning. The careful evaluation of planning and pupils' work is evident in the greater emphasis and attention to problem solving in lessons. The co-ordinator also monitors teachers' planning and assessment, which has improved the quality and consistency of teaching and learning, and is raising standards. Effective assessment procedures which monitor pupils' progress throughout the school are used to set termly targets. They are beginning to be used well to identify groups of differing levels of attainment within years and classes and enable ability grouping. The co-ordinator carefully analyses the results of national testing for strengths and weaknesses, and this informs her development planning to help improve pupils' learning.

Mathematics across the curriculum

Pupils have good opportunities to apply their numeracy skills in most subjects. For example, teachers use counting and mental mathematics when taking the register, and songs and chants to reinforce number work. Pupils reinforce their numeracy skills in measuring and counting in design and technology, geography and music, and recording in charts and timelines in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching and learning overall. Some very good teaching and learning in Year 3.
- Achievement is good, given pupils' low starting points.
- Good marking and commenting on pupils' work in Year 3.
- Insufficient extension work for higher achieving pupils.

Commentary

59. The standards the pupils achieve are average by the end of Year 2 and meet expectations for their age group in Year 3. All pupils from Years 1 - 3, including those identified as having special educational needs, and those pupils who are learning English as an additional language, achieve well and are making good progress overall. Progress is particularly good as the pupils come into school with knowledge and understanding in science, which is below expectations, many pupils are new to this country and are learning English for the first time, and several pupils are identified as having special educational needs. Combined with these factors, there is also significant mobility in the school's population and a significant number of pupils who were assessed by teachers in 2003 had not benefited from starting their education in the Reception class in the school.
60. Teaching and learning are good overall in science, with examples of very good teaching in Year 3, and all groups of pupils are achieving and progressing well. In Years 1 and 2, the teaching and learning are good overall, planning of lessons is good, and the staff have good knowledge to teach the pupils basic skills in science. The staff work well with the pupils, offering good levels of support and encouraging them to think, predict and test their hypotheses. They have good classroom management overall, high standards for behaviour and expect the pupils to try and achieve well. However, there is not always a secure match of activities to extend learning for higher achieving pupils. Support from teaching assistants is very good in Year 2. There are good opportunities for pupils in all year groups to practise their skills through the homework on science.
61. In Year 3, teaching and learning are good overall, with some examples of very good teaching and all pupils achieve well. Lessons are well planned, carefully considered and there are good opportunities for the pupils to use their cognitive skills, to work together in a collaborative way and to co-operate in performing their tasks. The staff have successfully created very secure relationships, which means the pupils try to please their teachers and do their best. The pupils also respond well to this approach and behave well as a result with very positive attitudes to their scientific work. Resources are considered carefully and used well in lesson, for example, to classify materials in a variety of ways.
62. The leadership and management of science in the school are satisfactory overall. The co-ordinator is relatively new in post and as yet has not monitored planning or teaching across the school. There has been steady improvement since the previous inspection and standards have been maintained, despite the drop in the pupils' attainment when they first come into school and other contributory factors. Computers are sometimes used in science lessons for the pupils to consolidate their learning, but this aspect of the school's work is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards have been maintained and are in line with national expectations at the end of Year 2.
- Improved development in planning and organisation has enabled teachers to develop the full breadth of pupils' ICT skills and understanding at the end of Year 3.
- Achievement is sound overall.
- Satisfactory teaching, new equipment and improved facilities have enhanced the overall development of ICT.
- The use of ICT in subject areas is developing well but there remains some inconsistency.
- Some teachers have had insufficient training in ICT, particularly in the use of new software to support subject areas.

Commentary

63. Standards of attainment of pupils throughout the school are in line with national averages, as they were at the last inspection. However, there has been an improvement in the provision since the last inspection. The good management and organisation of the subject has improved the provision and ensured support and guidance has been given to colleagues to enable them to gain confidence and improve their skills.
64. Pupils' learning and achievement are satisfactory throughout the school. They are good in Year 3. Pupils with special educational needs and those with English as an additional language achieve well and make good progress towards targets in their individual education plans because of structured support and careful planning to meet individual needs.
65. No lessons were seen in Years 1 and 2 but from pupils' work, teachers' planning, reports of pupils' work and discussion with pupils and teachers it is clear that younger pupils learn effectively and build up their skills well in ICT and make steady progress.
66. Pupils in Year 2 use a paint program to support their work in literacy. Their mouse skills are appropriate and higher attaining pupils use the keyboard to write sentences about their work. Teaching encourages discussion and pair work so that pupils are able to explain clearly the functions of different parts of the program and their advantages. Pupils' work shows they can use simple editing techniques in word processing-programs, for example, cut and paste, and they use the mouse skilfully to put words in the right order and to assemble sentences. Higher attaining pupils produce simple, well-presented stories, making good use of different fonts, sizes and colour.
67. Teaching and learning are satisfactory overall. Lessons are well planned. They build securely on what pupils already know and the learning objectives are shared with pupils. As a result, pupils are well motivated and keen to learn, and their behaviour is good. Lessons in the computer suite for Year 3 are well organised and managed and, consequently, resources are well used. There is a well-planned curriculum and, therefore, pupils are being progressively taught skills.
68. The subject is managed satisfactorily. The co-ordinator is aware of the areas of strength and weakness in the subject. The development plan for ICT is clear and highly appropriate.

Information and communication technology across the curriculum

69. The use of ICT in subject areas is developing well and teachers use ICT to support their learning in mathematics, for example, in databases and producing graphs, in art and design in the exploration of art packages, and in English in the presentation of work. The school recognises that more needs to be done in mapping ICT across the curriculum, developing cross-curricular links and in developing teachers' web site knowledge.

HUMANITIES

70. Provision for **history** and **geography** was not a focus for this inspection. There was insufficient evidence to form a judgement about standards at the end of Year 2 in either subject. Two lessons were seen in history and none in geography. Brief discussions were held with a member of staff and with pupils, and pupils' work in folders and on display was scrutinised.

History

71. Work seen, especially in history, shows that pupils' achievement is at least satisfactory and the oldest pupils achieve well as a result of the teachers' good subject knowledge, and learning made lively by varied activities. In the Year 3 lesson, pupils had very good recall of their previous research into the Romans and they compared this with the lifestyle of the Celts, charting the similarities and differences. The knowledgeable teaching enabled pupils to make very good progress in developing skills of research and historical enquiry. Younger pupils learn about children's leisure pursuits of the past. Pupils take great delight in playing with and describing toys made for their great grandparents, recognising the differences in materials, structure and uses of the toys. Year 2 pupils learn about famous people from the past including Florence Nightingale and Guy Fawkes. In discussion and in their work, pupils showed a lively knowledge of the lives of these people and clearly enjoyed and remembered the important features about them.

Geography

72. In geography, the pupils have studied their locality and have made simple labelled plans and drawn features of their immediate area. They have 'travelled' with *Barnaby Bear* to various countries and contrasting areas. The co-ordinator, who is very new, leads both subjects appropriately and provides adequate guidance for other staff. Geography and history are satisfactorily resourced, and include a range of multicultural materials and useful artefacts. Progress since the last inspection is satisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement since the last inspection when provision was considered unsatisfactory.
- Standards at the end of Year 2 are mainly at the levels expected according to the local education authority's Agreed Syllabus.
- Teaching is effective and pupils achieve well, especially those with special educational needs
- Pupils are interested in the lessons and learn effectively from each other. They have a good respect for each other's feelings, values and beliefs.
- Good use is made of pupils' own religious and cultural knowledge but there are few links with outside religious establishments.
- Leadership and management are good.
- There is limited use of ICT in the subject.
- Assessment is underdeveloped.

Commentary

73. Pupils achieve well in religious education and there has been good improvement in the provision since the last inspection. Standards at the end of Year 2 and Year 3 now meet the expectations of the locally agreed syllabus. Pupils make good progress in their knowledge and understanding and in their ability to reflect on their learning. Pupils with special educational needs receive well-structured support in class and therefore their progress is good. Similarly, pupils with English as an additional language make good progress through sensitive and skilled support. Pupils with statements of special educational need, who are attached to the language resource, develop good self-esteem and become far more confident in joining in class discussions and answering questions. Their achievement in developing skills in speaking and listening is very good.

74. In both lessons seen, teaching was good. Teachers have sound subject knowledge, which they impart well, and careful questioning is used to check pupils' understanding. As a result, Year 3 pupils have a satisfactory knowledge of some Christian beliefs and an awareness of other religions. Through sensitive teaching and story-telling, they learn about important Christian, Judaic, Hindu and Islamic ceremonies. They begin to understand that a major element in different faiths is that of caring for one another and the environment. Year 1 pupils learn about festivals in other faiths, as, for example, when they learn about the significance of light in many of these. They talk about making diya lamps and lighting candles on special occasions, and are beginning to understand the significance to religious beliefs of certain routines. Through discussion about their own special possessions, pupils learn that certain objects are important to different religions and know they must be treated with respect. Teachers give pupils good opportunities to share their beliefs and to display their knowledge of their own and others' religious practice. A good example of this was during an assembly when pupils showed each other the different forms of prayer and the way their prayer mat was used. Higher-attaining pupils know rules for keeping a place special. Artefacts are effectively and imaginatively used so that teaching is enhanced by their use. This makes learning exciting so that pupils are well motivated. However, no use of ICT was seen during the inspection to support work and to further stimulate interest and achievement in the subject.
75. The very good relationships throughout the school enable pupils to express their feelings openly and confidently. Therefore, pupils have good opportunities to reflect upon their learning and understanding of religious issues. A good example of this was during a Year 3 lesson discussing the parable of *The Good Samaritan*, which was particularly remarkable by the sharing of different beliefs and customs. This also resulted in an immense amount of respect accorded by teacher and pupils alike to each other.
76. Pupils with special educational needs are supported well and this enables them to be fully included in both discussion and activities. Support is particularly skilful for pupils with statements of special educational need or those pupils new to the country and school or at an early stage of language learning. These pupils have very effective, experienced and well-trained support and many make significant strides in achievement. Similarly, pupils with English as an additional language have skilled support, which enables them to contribute and learn effectively. Teaching methods ensure that these pupils share first-hand experiences, have opportunities to handle artefacts and use good quality books. Although religious education makes a good contribution to the development of pupils' spiritual, moral and cultural development, links with local churches, religious groups and visits to religious buildings are limited so that opportunities to further enhance this development are restricted.
77. The headteacher has responsibility for the co-ordination of religious education, and leadership and management is good. She ensures by careful monitoring and evaluation that the school policy and requirements and expectations set out in the locally agreed syllabus are met. The subject has a higher profile than at the last inspection, due to an increase in time allocated to the subject, improved links with other subjects, effective planning and increased resources. The school policy and scheme of work to ensure that the requirements and expectations set out in the locally agreed syllabus are met are in place and carefully implemented. There are informal structures for assessment but at present this area is underdeveloped. There has been good improvement in overall provision since the last inspection and standards are now higher.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and design and technology were only sampled.

78. One lesson of **design and technology** was observed. It was therefore not possible to make a judgement about provision or teaching. Standards of attainment are as expected.

79. Standards in music meet expectations at the end of Year 2 and the quality of teaching and learning and the progress and achievement the pupils make are good. From **music** lessons seen in Year 3 and singing in assemblies, standards meet expectations overall, with some good learning about aspects of music, such as 'pulse' and 'rhythm' and using the correct musical terminology. Year 3 music lessons are normally taken by a music specialist, but during the week of the inspection the usual teacher was absent and the classes were taken by a supply teacher. The lessons observed were good, the pupils made good progress, and achieved well, with positive attitudes towards their new teacher and their singing and music making. There is no choir or recorder group in the school, but the pupils have regular opportunities to play percussion instruments from the good quality and well-maintained range in the school. They also have regular practice in singing, for example, they sing in assemblies, but sometimes their attempts are rather restrained. However, in Year 3 in particular, they can sing tunefully and, at an achievement assembly, gave a good performance of an African song with an enthusiastic delivery using actions. Improvement since the last inspection has been satisfactory.

Art and design

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

Main strengths and weaknesses

- The curriculum includes innovative opportunities.
- Speaking and listening skills are developed within the lessons.
- There is insufficient emphasis on multicultural art and ideas.

Commentary

80. Two lessons of art and design were observed. Standards of attainment meet expectations overall. The quality of teaching and learning of art and design and pupils' achievement are satisfactory overall. Improvement since the last inspection is satisfactory.
81. The art and design and design and technology curriculum provides a weekly 'Craft Club' for lessons in Year 3. These extended lessons incorporate links with other subjects such as history. Different staff, who specialise in their own expertise or interests, lead groups. Pupils are able to sample different media and to develop skills over time. This has resulted in some good examples of cross-stitching, weaving and modelling. Every two years, a school-wide 'Arts Week' provides a focus for the arts and allows pupils to work with local artists and to link art and design to music, dance and other areas of the curriculum. There is satisfactory use of ICT through digital photographs and the confident use of art computer programs.
82. The importance of speaking and listening skills is emphasised within lessons for both subjects and pupils are asked to discuss their work and to evaluate it. They are encouraged to make suggestions and to think carefully about what they are doing. For example, a good art and design lesson taught in Year 1 resulted in pupils confidently sharing ideas with partners to answer questions. In this well organised lesson, appropriate timing ensured that pupils were given the opportunity to absorb instructions, develop skills and evaluate sensibly. Pupils also talked confidently about their pictures on the computer screen, extending their sentence structures as they added detail to the pictures.
83. The quality of teaching in art and design is satisfactory overall with some good teaching by the subject leader. There are good and sometimes very good relationships within lessons which result in good listening and good behaviour. Pupils are grouped so that pupils for whom English is an additional language are able to learn structures and vocabulary from others. Pupils who have special educational needs are very well supported and helped to use tools and media so that they develop skills successfully. Pupils are taught to use resources sensibly and safely.

84. The school is fortunate to have a very wide range of cultures, faiths and languages amongst the pupils but this is not reflected sufficiently within the art and design and design and technology curriculum. Leadership and management are satisfactory.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching.
- Pupils attain high standards in team games and dance because of the good teaching.
- The quality of leadership is good and provides a clear vision for the subject.
- Pupils' skills of performance and their evaluation of each other's work are good.

Commentary

85. All pupils achieve well. Standards are above expectations at the end of Year 2 and Year 3 in dance. By the end of Year 2, pupils have good spatial awareness and use the available floor space well to travel on different parts of their bodies. They are keen to show their balances to their peers. By the end of Year 2, pupils' practical skills are well developed. Most pupils show confidence in team games, learn new techniques quickly and apply them in team games. Pupils are very successful in competitive games against other schools. The range of extra-curricular clubs and experiences offered to pupils is very good.
86. Teaching and learning are consistently good. Pupils benefit from knowledgeable teachers, lessons are planned well, and the pace of lessons is often brisk. A good warm up at the beginning and cool down at the end of the lessons develop good habits early. Pupils are very skilled at moving gymnastic equipment around the hall safely. The good pace of the work, combined with the enthusiasm of the teachers, captures the interest and involvement of pupils of all levels of attainment, including those with special educational needs, who progress at a rate that matches that of other pupils.
87. The subject leader provides clear vision and direction. Good progress has been made since the previous inspection. Standards are higher and the quality of teaching is much improved. Physical education is a strong feature of the school's provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision is **satisfactory**.

Commentary

88. The school council, composed of pupils elected from Year 3, is relatively new. The council meets regularly and reports back to each class. They have an agenda and minute their findings. Through the school council, pupils have opportunities to learn to voice their opinions and experience rights and responsibilities of running meetings and learn to manage change. This is enabling pupils to develop confidence and learn about being responsible towards others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved Emphasis on achievement	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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