

INSPECTION REPORT

HAMPTON INFANT AND NURSERY SCHOOL

Hampton

LEA area: Richmond-Upon-Thames

Unique reference number: 102888

Headteacher: Damian Burke

Lead inspector: Keith Sadler

Dates of inspection: 20 – 22 September 2004

Inspection number: 266951

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	277
School address:	Ripley Road Hampton Middlesex
Postcode:	TW12 2JH
Telephone number:	020 8979 1815
Fax number:	020 8941 8416
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Diane Chidzey
Date of previous inspection:	23 November 1988

CHARACTERISTICS OF THE SCHOOL

Hampton is a large urban infant school with attached nursery for 52 part time children. There are 277 pupils on roll. The school is over-subscribed and is located in the London borough of Richmond-upon-Thames. Most, though not all pupils, come from the immediate vicinity which is almost entirely made up of owner-occupier houses. Overall, their socio-economic circumstances are above average. About 20 per cent of pupils are from minority ethnic groups and there are no pupils who are at an early stage of English language acquisition. Very few pupils leave or join the school at times other than those expected. Around 13 per cent of pupils are known to be eligible for free school meals. This is broadly in line with the national average. Although the full range of ability is represented in the school's intake, generally children's attainment on entry to the school is above that found nationally. The percentage of pupils on the school's register of special educational needs is well below average. The percentage of pupils having statements of special educational needs is broadly in line with the national average.

The School gained the *Investor in People* award in 2003 and is currently working towards gaining the *Healthy School Award*, *Inclusion Quality Mark* and the *Artsmark*. In addition, the school has begun to work towards the *Basic Skills Quality Mark*.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16405	Keith Sadler	Lead inspector	Mathematics Information and communication technology English as an additional language Art and design Music Physical education.
10329	Brian Sampson	Lay inspector	
27290	Chris Huard	Team inspector	Foundation Stage Science Design and technology
10611	Martin James	Team inspector	English Special educational needs Geography History Religious education

The inspection contractor was:

Cambridge Education Associates
Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a successful and improving school. It is effective and provides good value for money. The quality of teaching is good and helps the pupils to learn and achieve well. The head teacher provides very good leadership. Governance and management are very good and the school runs smoothly. There is a very good ethos for learning. Pupils thoroughly enjoy lessons and have very positive attitudes. The impact of these aspects has led to improving standards to the current well above average levels.

The school's main strengths and weaknesses are:

- Inspection findings are that standards are well above the national expectation in mathematics, reading, writing, speaking and listening and information and communications technology (ICT) and that pupils' achievement is good.
- The very good leadership of the headteacher who has had a very positive influence on the quality of educational provision and the standards attained.
- The very good provision in the Foundation Stage.
- The pupils' attitudes to learning are very positive and supported by very good care and guidance by the staff.
- The assessment of pupils' learning in subjects other than English, mathematics and ICT is a weakness.
- The very good provision for ICT.
- The very good curriculum enrichment opportunities provided by visits, visitors and extra-curricular activities.
- Pupils' spiritual, moral, social and cultural development.
- Attendance is below the national average.

The school has shown very good improvement since the last inspection. All the weaknesses identified in the last inspection have been dealt with effectively. Standards in religious education are now in line with both national expectations and the Richmond agreed syllabus. The curriculum for RE is now broad and rich. Curriculum co-ordination has improved considerably and is a key reason for improvements in English and mathematics. Reports to parents now meet statutory requirements.

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

Pupils' achievement is good. Children enter school with generally above expected levels of attainment. They progress well in the areas of learning in the nursery and reception years and by the time that they enter Year 1 almost all are on course to achieve the required goals. Standards are generally above expectations. Pupils make good progress in their learning and achieve well in both Years 1 and 2. In the national tests for seven-year-olds standards have gradually improved due to the school's focus on improving writing, reading and mathematics. Inspection findings are that the pupils' attainment is well above national expectations in mathematics, reading, writing, speaking and listening and in ICT.

Pupils' personal qualities and spiritual, moral, social and cultural development are very good. The pupils' attitudes to learning, to each other and to the school are all very good. The school's positive and inclusive ethos for learning, which is created by all the adults, helps pupils to thrive in their learning, have high self-esteem and levels of confidence. All pupils feel included in the range of activities that the school offers. Attendance was below the national average in the last school year. This is almost entirely due to the high proportion of parents that take holidays during term time.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good throughout the school with over 80 per cent of teaching being good or better and over 40 per cent being very good or excellent. The curriculum is good. It is broad and balanced and fully meets all statutory requirements. The curriculum is very well enriched by visitors to the school, educational visits and a very good range of extra-curricular activities. The care, guidance and support of pupils is a strength of the school. Parents are rightly very satisfied with the school, and links with both the parents and the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good. In his two years he has made a considerable positive impact on standards, the quality of teaching and, in particular, the school's very positive ethos for learning. He is rigorous and analytical when determining priorities for improvement. In addition, he has a very clear vision for the development of the school, has secured a strong sense of teamwork and ensured that relationships are very good. The high quality of his leadership is recognised by the whole school community. The head teacher is very well supported by the deputy headteacher, senior management team and other staff. Subject leadership is good overall and some areas are led very well. Governance is very good, financial management is secure and the school runs very smoothly. There are good self-evaluation processes in place. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and they have very positive views. In particular, they feel well informed and involved in their children's learning. The pupils like attending the school; they enjoy lessons, feel valued and listened to, and have very positive views.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Strengthen the arrangements for the assessment and monitoring of pupils' progress in learning in subjects other than English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils make good progress in the Foundation Stage and achieve well. This is maintained in Years 1 and 2 and by the time that they leave school, the large majority of pupils attain standards that are above the national expectation and many attain higher standards. Pupils with special educational needs also achieve well.

Main strengths and weaknesses

- Inspection evidence shows that standards in mathematics, reading, writing and speaking and listening and ICT are well above those expected nationally.
- Achievement is good.
- Standards are at least in line with nationally expected levels in most subjects.

Commentary

1. Although the full range of ability is represented in the intake, overall the children's attainment on entry to the nursery is above nationally expected levels. Due to the good provision in both the nursery and reception year, the children achieve well and make good progress. Almost all children are on course to exceed the specified learning goals for children at the end of the reception year and a large minority exceed them. Pupils continue to make good progress in their learning in Years 1 and 2 and by the time that they leave the school, standards are generally in line with the national average and pupils achieve well.
2. Standards have improved very significantly since the last inspection. The school's improvement trend in test results is above the national trend. In the year following the last inspection standards, in comparison with all schools nationally, were well below average in both reading and writing and below average in mathematics. Standards have improved each year since that time, and in the tests in 2004 standards are well above national expectations in reading, writing and mathematics. Inspection findings confirm these results. Currently pupils attain well above average standards in speaking and listening, reading, writing, mathematics and ICT. Standards are above average in science and art and design. Standards in other subjects are at least in line with expectations.
3. The school's curricular provision has improved significantly since the last inspection. This has made a positive impact on pupils' achievement. A further reason for the improvements is due to the new head teacher bringing a renewed rigour to teaching and learning and providing a strong focus on raising standards. The school has met its targets and undertaken good analyses of the performance of different groups of pupils in reading, writing and mathematics. This information has helped to ensure that the actions taken have been timely and effective. There is now a need to strengthen these arrangements in other subjects in order to boost attainment across the curriculum.
4. Pupils with special educational needs are particularly well catered for due to the good provision. The school has a policy to teach these pupils within classes, rather than in withdrawal groups, on most occasions. As a result of the well-programmed and targeted work, these pupils make good progress, achieve well, and attain standards that are in line with their individual education plans. One of the key reasons for their good progress and achievement is that they are included in all the activities that the school has to offer. Furthermore, the school is very careful to ensure that the achievement of different groups of pupils, such as high and low attainers and girls and boys are suitably catered for. There are no significant differences in the performance of boys and girls.

- As a result of the good provision and the school's focus on core skills, pupils' competency in literacy, mathematics, ICT and, in particular, speaking and listening, enables them to achieve well in other subjects.

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

Standards in:	School results	National results
Reading	16.2 (15.2)	15.7 (15.8)
Writing	14.7 (13.9)	14.6 (14.4)
Mathematics	17 (16.4)	16.3 (16.5)

There were 71 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The pupils' attitudes are very good and they have improved since the last inspection. Behaviour is good. Pupils' spiritual, moral, social and cultural development is very good and has improved. Attendance is unsatisfactory. It has deteriorated since the last inspection, when it was satisfactory

Main strengths and weaknesses

- The pupils attitudes overall are a strength of the school.
- The pupils' spiritual, moral, social and cultural development is a strength of the school.
- Attendance is below the national average.

Commentary

- The school's ethos for learning is very good. Pupils are stimulated very well to enjoy learning and consequently their interest in school life is very high. For example, the wide range of extra-curricular activities is popular and over-subscribed. Over 50 pupils in Year 2 attend the weekly school council meeting.
- Pupils enjoy taking responsibility and being enterprising. The school council plays an important role in strengthening pupils' personal development. It has developed behaviour codes and rules, which are issued in a booklet to each pupil. Pupils raise considerable amounts of money for charity and then through the school council select the charity that they wish to support.
- Very clear policies foster good relations and racial harmony. These ensure that the school is very good at dealing effectively with all forms of harassment. Most pupils get on very well together and relationships are generally good. No incidents of bullying were mentioned by children, parents or staff.
- The school sets very high standards for pupils' conduct and works hard to achieve them. Behaviour is good. There have been no exclusions in the previous twelve months. In lessons where management and discipline are very good and the content stimulating, behaviour is often very good. Pupils are proud of the school, and are pleased to open doors for adults, and to show visitors and any potential parents around the school. During the inspection no graffiti, rubbish or vandalism was seen.
- Pupils have good self-knowledge and spiritual awareness. It was clear from a Year 2 literacy lesson that they were enthralled by seeing their own poetry on a website. The school's provision is very good. For example, in the nursery children watched a video in which a

chrysalis changed into a butterfly. During an ICT session, pupils were awe-struck when the teacher showed them how to flood-fill shapes in a paint program. Pupils show respect for each other helped by school codes which ensure that they learn right from wrong. Some pupils are able to quote directly from the 'Happy School' booklet. They celebrate Divali and have parents who come in and talk about the Jewish New Year. During the inspection two children demonstrated Chinese flag waving. During the summer, the whole neighbourhood comes to the school fair and many people attend plays performed by the children. Pupils regularly attend the Richmond and Hampton Music Festivals. Year 2 pupils attended Twickenham rugby football stadium when three England players were given the freedom of the borough.

11. The school is proud of the area's Tudor heritage, within Hampton Court and Richmond. Suitable emphasis is placed on learning about this period. Other heritages are celebrated, too. African Dancers and steel pans musicians have visited the school and encourage pupils to join in.
12. Attendance is below the national average. This is due to the very large number of parents take family holidays during term time. This leads to a particularly high level of authorised absences. Parents do this because significant numbers of them work at the nearby Heathrow Airport and are not allowed to take holidays during school holiday periods. The school has good procedures and does its utmost to promote good attendance. For example, there is an instance that no families exceed the statutory allowance of two weeks authorised absence each year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is good and the opportunities for learning beyond the school day are very good. Arrangements for pupils' care, guidance and support are very good.

Teaching and learning

Teaching is good and so pupils learn quickly and make good progress.

Main strengths and weaknesses

- The large majority of lessons are of good quality with over a third being very good or excellent.
- The quality of teaching and learning in the Foundation Stage is very good.
- Staff work together well to enhance pupils' learning.
- Very good use is made of educational resources.
- Teachers have high expectations of what pupils can achieve.
- Learning is good and pupils thoroughly enjoy their lessons.
- Assessments are of good quality in English and mathematics.
- There is a need to strengthen assessment procedures in other subjects.

Commentary

13. In the lessons seen over 80 per cent were good or better, with one unsatisfactory lesson. The good quality of teaching and learning overall has been maintained since the last inspection and provides a firm foundation for the pupils' good achievement and progress.
14. Teaching and learning of high quality were seen in all year groups with teaching in the nursery and reception classes being very good overall. Although the overall judgements for the quality of teaching and learning remain the same as those at the last inspection, there has been a significant improvement in the proportion of good and very good teaching. This is partly due to the clear leadership of the headteacher who has ensured that good quality teaching has been

maintained as the school has changed since his arrival. Parents are very happy with the quality of teaching and pupils trust and like the staff.

15. Teachers work closely as a team and this brings benefit to the pupils' learning. For example, each team of three teachers in the reception year, and in Years 1 and 2 plan their work together. This helps to ensure that the expertise of the staff is shared, that pupils receive a similar entitlement in lessons and, above all, it helps to ensure that the overall quality of lesson planning is good. Teachers make good use of the wide range of educational resources available to them. In particular, most are adept at using the interactive whiteboard to enhance their teaching. Examples of this were seen in mathematics, English and science. In addition, a Year 2 teacher enriched her presentation when introducing Vincent Van Gogh as a famous character in a history lesson, by using the data projector to image high quality reproductions. This helped to further enliven the lesson and captured the pupils' interest and excitement.
16. Teachers generally have high expectations of what the pupils can achieve. They work hard to ensure that the tasks they set provide a good challenge at various levels for pupils of different abilities. This helps to maintain pupils' concentration and boosts their achievement. In addition, it ensures that staff can promote equality of opportunity for all pupils in most lessons.
17. Pupils thoroughly enjoy their lessons. Staff have very good relationships with the pupils. They listen carefully to their ideas and build on them very well. This helps to accelerate learning because the pupils are made to feel confident and secure. The good relationships that exist between pupils are encouraged by staff who ensure that there are many opportunities for pupils to collaborate. As a result, pupils support each other well, and behaviour in lessons is good.
18. The teaching provided for pupils with special educational needs is good. Pupils are provided with appropriate targets for improvement, and these are used by both teachers and classroom assistants to provide a suitable range of activities and tasks. Pupils are keen to participate. They are given much well-directed support by adults and this helps them to achieve well in relation to the targets set for them.
19. Within this strong picture there is an area for development. Procedures for assessing pupils are at an early stage of development in subjects other than English and mathematics. Improvements in teachers' assessments will help pupils to understand how they can improve in these subjects. At present, pupils are not always clear about what they have to do to improve.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	13 (37%)	15 (43%)	5 (14%)	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 are seen.

The curriculum

The provision for children in the Foundation Stage is very good, whilst the provision for pupils in Years 1 and 2 is good. Extra-curricular provision is very good. The overall quality of accommodation and learning resources is good. The curriculum has improved since the last inspection.

Main strengths and weaknesses.

- The provision made for children in both nursery and reception years is very good.
- Provision for English, mathematics and science is good, and it is very good in ICT.

- The school is inclusive and all pupils have equal opportunities to learn and succeed.
- The enrichment provided through extra-curricular activities and educational visits is very good.
- The provision for pupils with special educational needs is good.
- There is a good number of teachers and classroom assistants, and they complement each other well in supporting pupils.
- There are limitations to aspects of the accommodation, particularly in relation to storage space.

Commentary

20. The curriculum for the Foundation Stage is very good. It is very well planned, and staff take care to ensure that learning is continuous between the nursery and reception years. Staff have fully implemented the required curriculum and very good adaptations have been made. As a consequence, the curriculum provided is relevant to Hampton children, and has a positive effect on their progress and achievement.
21. In Years 1 and 2, all subjects of the curriculum are now carefully planned, and all statutory requirements are met. There has been good improvement since the last inspection in the provision for religious education. The school currently makes good provision for the development of English, mathematics and ICT, both as subjects in themselves and in their use in other subjects. This has contributed to the good achievement being made by pupils. The school puts much emphasis on enhancing the curriculum; for example, by having days on history or art and design topics, and years dedicated to different subjects. The current year is dedicated to science. The school makes every effort to involve all its pupils in the full range of school work and activities. Overall, the school makes very good provision for equality of opportunity for pupils and in so doing allows them to achieve as well as they can. This, augmented by good curriculum links with the partner junior school, helps to ensure that the pupils are well prepared for their move to Key Stage 2 education. The school has successfully identified and supported pupils who are especially skilful in writing, and there are good plans to help pupils who are talented in other ways.
22. Provision for pupils with special educational needs is good. Clear procedures are in place, and they closely follow the Code of Practice on identifying and assessing pupils. The Code has been carefully and effectively implemented by the school. Individual education plans are provided for pupils and overall these are satisfactory. They provide suitable targets for improvement, although occasionally targets are rather too broad to address specific difficulties. Considerable care is taken to ensure that the work provided for pupils is closely suited to their needs, and that teachers and classroom assistants complement each other well in support for these pupils. Pupils are well taught and supported by the special needs co-ordinator on a regular basis. They are involved in the full range of school activities, and they are keen to participate.
23. The school provides a very good range of extra-curricular activities for pupils. These include a choir, and clubs for football, art and French. These activities are well supported by pupils, teachers, classroom assistants and parents. The school welcomes many visitors, including artists, writers, the police, members of the clergy, scientists, sports coaches and fire-fighters. It also welcomes drama and music groups. The Mayor of Richmond has visited the school. A wide range of educational visits is arranged to places such as Kew Gardens, Gunnersbury Park, the National Gallery and the Orange Tree Theatre. The school also makes good use of the local area of Hampton for various studies; for example, in geography. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different subjects.
24. The school's accommodation is satisfactory overall. Classrooms in the main building are adequate in size. Shared areas are used well to augment the classrooms; for example, to carry out practical activities. The ICT suite and library are pleasant, well resourced areas, and the library, in particular, is very welcoming. The nursery classroom is spacious and well used.

Rooms throughout the school are clean and well maintained, and displays of pupils' work enhance their appearance.

25. The school has made very good use of the outside area to provide a very wide range of outdoor learning activities for pupils in the reception year.
26. Resources are good both in number and quality. Resources for ICT are particularly good. Staff have embraced the enhanced learning opportunities that are provided by the interactive whiteboards that are available in many classrooms. These are used well across the curriculum. Storage space is at a premium and the available storage facilities are very well used. The school is well staffed, by a dedicated and well-informed group of teachers and support staff. They complement each other well in providing for the pupils.
27. Provision for the pupils' personal, social and health education are very good and a strength of the school. The planned programme is augmented by the importance that staff place on ensuring that the pupils' personal and social well-being are developed through most subjects.

Care, guidance and support

The very good arrangements in this area reported in the last inspection have been maintained. Provision for pupils' care, welfare, health and safety, and provision for pupils' support, advice and guidance are very good. Staff consistently seek pupils' views about the school. These are valued and acted upon very well.

Main strengths and weaknesses

- The procedures and their application to ensure pupils work in a healthy and safe environment are a strength of the school.
- The involvement of pupils through seeking, valuing and acting upon their views is a strength of the school.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is a strength of the school.
- There is a need to strengthen the monitoring of pupils' progress in many subjects.
- The induction arrangements for pupils is a strength of the school

Commentary

28. Staff know each pupil very well. From talking to pupils it is clear that each has at least one adult in the school to whom he/she can turn and confide in, in particular, the teaching assistants. This aspect is very good. Also, from talking to pupils and from observation, it is clear that pupils' views are taken into account and acted upon. For example, many suggestions that the school's council have made to ensure a happy school have been adopted.
29. The head teacher is the named and trained child protection person. One other member of staff is trained. The school has a detailed written policy for child protection. There is very good liaison with social services.
30. The head teacher is the named health and safety person and together with the trained governor, ensures up-to-date risk assessments are carried out for all eventualities. Accident and medicine routines are efficient and caring. Several members of staff are trained in first aid. Professional help is sought from the school nurse, the educational psychologist and various therapists. The school has an Internet safety policy which has been approved by parents.

31. There are good processes in place for checking and monitoring pupils' progress in reading, writing, mathematics and science. However, in most other subjects these arrangements are at an early stage. The school recognises that there is a need to ensure that pupils' progress in learning is monitored in other subjects.
32. The induction arrangements for pupils are very caring. Home visits are made by the nursery staff, who also visit other pre-school settings from which the children come. These visits are followed by an induction afternoon for parents and children, and then by an evening visit to the school for parents.

Partnership with parents, other schools and the community

Links with parents and the community are very good whilst those with other schools and colleges are good.

Main strengths and weaknesses

- Links with the community are a strength of the school.
- The contribution of links with parents to support their children's learning is a strength of the school.
- The involvement of parents through seeking, valuing and acting upon their views is a strength of the school.
- The school's procedures to ensure satisfaction and to deal with any concerns and complaints are a strength of the school.

Commentary

33. The school has very good links with parents. These have improved since the previous inspection. Parents were very positive in answers to the parents' questionnaire and vocally during the inspection. Parents receive good information from the school. The prospectus includes all statutorily required information. The governors' report had one minor omission which is to be put right. Annual academic reports cover all curriculum subjects. They are prepared for each pupil and say what the he or she can do. However, as some parents have commented, they are not always specific on future targets. Parents receive regular, informative newsletters and helpful guides to homework by year group. There is an appropriate number of educational and curriculum evenings, regular opportunities for parents to discuss their children's progress and formal consultation evenings.
34. Through the strenuous efforts of a successful parent teacher association, parents are very involved in many projects which benefit the school. Considerable sums of money are raised which have helped buy a new reading scheme and new blinds. Currently money is being spent on constructing a 'calm zone' in the playground.
35. The contribution of links with parents to pupils' learning is very beneficial. The school has many volunteers to help with a wide range of activities including reading, food technology, sewing, art, computer work, design and technology and visits out. At home most parents are keen to help with projects and topics.
36. Parents confirmed that the school has very good procedures to foster good relations with them and to deal with any concerns and complaints they might have.
37. Links with the community are most productive. Members of the local clergy regularly lead assemblies, and a nearby firm of accountants has donated money to the parent teacher association. During sports days and the summer fair, local shops supply raffle prizes and a local butcher provides meat for barbecues. The children support a local children's hospice and a national children's charity.

38. Links with other schools and colleges are good. The school is a member of the local cluster of school, which includes junior and secondary schools. The mechanism for transfer of pupils is caring and efficient. Schools have shared training days. The junior school orchestra and drama group perform at Hampton. Pupils on work experience are welcomed from the secondary school, and trainee teachers from Brunel University work in the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. There are significant strengths in the leadership of the headteacher. Leadership, management and governance are very good.

Main strengths and weaknesses

- The head teacher's leadership and management are very good. He provides firm direction and has a very clear perception of what is required to bring about improvements.
- Governance is very good. The governors monitor the performance of the school particularly effectively.
- There is a very good team spirit and all staff are committed to raising achievement.
- The roles of the subject leaders are clearly defined.
- The finances of the school are managed very well.

Commentary

39. The headteacher provides very good leadership. The aims and values of the school place a high priority on the provision of a stimulating and inspiring education for all pupils. The aims and ethos of this school have a strong emphasis on valuing all pupils, whatever their capabilities. All that the school does closely reflects these ideals. Since his appointment two years ago, the headteacher has proved himself to be a highly competent and committed leader. Standards in national tests have improved and expectations, as to what the school as a whole is capable of, have risen considerably.
40. The headteacher has a clear vision for empowering both staff and pupils to give of their best and is focussed upon improving teaching and learning in order to raise standards of achievement. He aims to improve the school further through the continued development of the non-core subjects. Staff, pupils, governors and parents respect these expectations. The deputy headteacher has equally high expectations of what the school can achieve. She works alongside the head and gives much useful feedback, advice and support.
41. The headteacher has a very clear picture of the school's strengths and weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school or the development of all children as individuals. A highly positive environment has been developed and maintained. This, combined with pupils' very good attitudes and good behaviour, makes a significant contribution to their learning.
42. The governing body provides clear direction and very good support and fulfils all its statutory duties. Governors have become more confident and they have a very good understanding of their roles and responsibilities. Governors have been supported well by training given by the local education authority. In order to gain a greater awareness of standards and achievement some governors visit the school to monitor various aspects of the curriculum. This builds good relationships between staff and governors and gives them a greater insight into how the school is organised.
43. The governors have a very good awareness of the school's strengths and weaknesses and meet with subject co-ordinators to discuss action plans to improve different aspects of the curriculum. This is a useful means of evaluating how well the school is tackling weaker areas.

The governors play a crucial role in development planning. They receive very good information on the curriculum and other aspects of the school's organisation through reports from the headteacher and operate effectively in committees, which deal with issues relating to

personnel, resources, finance, marketing, communications and premises. They have a very good understanding of their monitoring role and carefully review progress made towards targets.

44. The headteacher receives very good support from the deputy headteacher and senior management team, and they work together very closely in deciding whole-school priorities for development. In addition to the complete, and successful, re-organisation of the Foundation Stage, the school has concentrated its initial efforts appropriately on raising standards in literacy and numeracy. These areas have been monitored particularly well. This monitoring includes examining teachers' planning, regular lesson observations by the headteacher, and the systematic examination of pupils' written work. These activities have contributed to the on-going improvements in the curriculum and quality of teaching and learning, as well as enabling the school to identify priorities for future development. Through a well developed performance management process teachers receive feedback on their work and as a result teachers are able to develop their practice through a well-structured programme of staff development.
45. The role of co-ordinators has developed well and most have devised good, realistic action plans for the future development of their areas of responsibility. In some areas, such as the Foundation Stage, English, mathematics, art and design, ICT and personal, social and health education (PSHE) leadership and management are very good and they make a significant contribution to the continuing improvement in standards. However, the arrangements to monitor pupils' progress, is a general weakness in subjects other than English and mathematics.
46. The leadership and management of the provision for pupils with special educational needs is good. The Code of Practice has been carefully and successfully introduced. Pupils are identified quickly, through a variety of procedures, and placed on the school's register of special educational needs. Pupils are provided with individual education plans, which set suitable targets for improvement. These plans are reviewed regularly, with new targets being set as and when necessary. The co-ordinator is currently working to improve the clarity of some of these targets. She keeps extensive and detailed records, and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs carries out her work efficiently and helpfully and feeds back on provision regularly to the full governing body.
47. There are good induction procedures for newly qualified teachers and all teachers new to the school to ensure they settle quickly and soon learn how things work. They are supported well in their professional development to enable them to achieve their potential.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	772,824
Total expenditure	763,281
Expenditure per pupil	2755

Balances (£)	
Balance from previous year	33196
Balance carried forward to the next	42,749

48. The school improvement plan is linked closely to the school's finances. This ensures that evaluations are made on the extent to which all pupils benefit from targeted spending in the curriculum. Finances are managed in an exemplary manner by the school's administrative

officer. The headteacher and governing body apply the principles of best value very well. The school administrator plays a key role in this process, ensuring materials are bought at the best price, and keeping everyone informed about the state of the school's finances. Because the school was subject to falling rolls only three years ago there had been some hesitancy over spending, leading to a large carry over figure last year. However, this has now been allocated. Governors are aware of the need to ensure that the school remains financially secure, and they are well involved in forward planning and carefully consider all options to so that the educational provision made for the pupils remains as good as possible.

49. There has been good improvement in the school's leadership and management since the last inspection. The head teacher now provides very good leadership and governance has improved from the previously reported good quality. The deputy headteacher continues to provide very good leadership. The school continues to run very smoothly and management is now very good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good** and has significantly improved in reception since the last inspection. Children were starting school during the inspection week and only a few nursery children were present. Children enter the nursery with attainment which is slightly above that expected in literacy and numeracy skills. They achieve well in all areas and when they leave reception, nearly all children are exceeding the expected standards in all areas. The children achieve well because the curriculum is very well planned, and overall teaching is very good. The nursery is managed very well and the overall leadership and management of the Foundation Stage is strong and enthusiastic. Overall, time is used well and an impressive range of resources has been built up to stimulate children's learning. In both the nursery and reception classes, very good use is made of the outdoors as a learning environment. Effective systems are in place to record children's achievements and information is regularly transferred to individual records so that overall progress can be monitored and individual learning carefully tracked.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well and become self-confident because of the good organisation and daily routines.
- Adults have high expectations of good behaviour.

Commentary

50. When the children start in the nursery, their personal, social and emotional skills are well catered for. To help ensure a smooth transition from home to school, the entry of children into the nursery is staggered. This very careful organisation ensures that all the children have individual support, and daily routines are quickly established. Teaching is good. The good variety of activities provided in both the nursery and reception classes ensures children are purposefully employed and enables them to move confidently from task to task. Staff engage with the children very well, helping them to take turns and encouraging sharing. The way in which adults talk to and show respect for the children sets a very good example. Children make good progress and by the time they move into Year 1, most will exceed the standards required. They are well-behaved, show very high levels of concentration and happily share toys and equipment.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers plan and organise activities well so that the children can practice and develop a full range of skills.
- Adults' skilled interaction with the children ensures that they learn to reason and use language with increasing expertise to tell, explain and describe.

Commentary

51. When they first enter the nursery, many children already have well developed speaking and listening skills. The good organisation and breadth of stimulating activities provide plenty of opportunities for the children to speak and listen. For example, the home corner provides opportunities for the children in the nursery to act out preparing and serving a meal – together with clearing up afterwards. A variety of writing opportunities means that children can practise mark making and learn how to form letters correctly. A wide range of books and story tapes are available in a comfortable area for them to listen and enjoy early reading activities.
52. In reception, children are confident speakers and listeners. Many can recognise most letters and know letter sounds. Some can already read, and sound out simple words confidently. They have learned correct letter formation and some are beginning to write in a joined hand. Many children are likely to exceed the learning goals required for this area if they continue to make progress at the current rate. Teaching is good and children achieve well because they are given a wide range of activities to develop their speaking, listening and early reading and writing skills. Whole group sessions ensure that pupils learn to listen carefully. They answer questions, and are encouraged to do so in full sentences. When they work in small groups, adults take every opportunity to encourage the children to talk, to ask questions and generally increase their vocabulary. Children listen eagerly to stories, and books are always put out for them to look at. They respond pleasurably to fairy tales such as *The Gingerbread Man* and eagerly act out the story using stick puppets. Routines for reading with adults at home and at school are firmly established and parents make a good positive contribution towards children's enjoyment of reading.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Strong emphasis is placed on developing children's mathematical language as an integral part of many other activities.
- Teachers use assessment well to ensure that tasks are appropriately matched to children's abilities and provide good challenge.

Commentary

53. Adults working with the children reinforce counting skills whenever possible and number games are frequently used, making mathematical development fun. Children are encouraged to use their fingers for counting. In reception, they are encouraged to use a variety of equipment, including number lines and dice, to reinforce learning. Specifically planned group activities ensure that the breadth of mathematical development is covered and children learn well. Children in reception played games adding segments onto a caterpillar, learning to recognise the dots on a dice and relating these to numbers. Adults reinforce learning by questioning the children while engaged in a variety of tasks, constantly encouraging mathematical language and understanding.
54. Teaching and learning are good. Teachers make good assessments of children's progress. They carefully plan activities so that they reinforce and extend children's learning. Most of the children start in nursery with above average mathematical skills and many can count to five competently and know the names of simple shapes. In reception, the activities excite and stimulate the children enabling them to learn effectively. For example, one child, having placed the right number of frogs on the lily pads in the water tray went on to sort them by size, design and colour. By the time they leave reception, their attainment is likely to be above the standard expected in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The teachers' good planning and organisation ensures that this area of learning is thoroughly covered.
- The opportunities provided for the children to talk about their own experiences and learn about other people's life-styles enable them to develop positive attitudes to people around them.

Commentary

55. Good planning and teaching ensure that children enjoy a wide range of experiences which help them discover and understand about simple science, technology, history, geography and religious education. On starting in the nursery, the knowledge and understanding of most children are broadly in line with expectations. The richly-planned curriculum and good teaching mean that children learn effectively and achieve well. By the time children move into Year 1, they have made good progress, and exceed the expected learning goals. In the nursery, the children investigate the farmyard and talk about the animals, describing them and differentiating between the ones they would also find at home and those that live on a farm. Children in reception use computers for creating their own pictures, and also practise their developing skills by completing a '*Dressing Teddy*' programme. They have good access to a computer suite where they are being systematically taught how to use the 'mouse' and how to access simple menus. They investigate fruit and vegetables and are fascinated when they look at them under magnifying glasses.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The provision of high quality resources means that there are good opportunities for learning.

Commentary

56. When children start in the nursery, their physical skills are broadly in line with what is expected for their age. During their time in the Foundation Stage, they make good progress and the quality of teaching and learning is very good. Children in the nursery have the opportunity to practise using small items such as paintbrushes, scissors, jig-saw puzzles and small construction toys. This helps them develop control and hand-and-eye co-ordination. Opportunities are equally good for developing control when running and moving around. Outdoor sessions for all the children in the nursery provide them with the chance to run and climb and to operate a good range of wheeled toys such as tricycles, cars and scooters. This development continues when children move into the reception classes. Children have many opportunities to use small implements and construction toys. There is a wide range of good quality outdoor equipment including an adventure trail, in the good sized outside area where pupils have many opportunities to use and experiment with these facilities. This enhances their progress. As a result most children will enter Year 1 having achieved, and some will have exceeded, the standards expected.

CREATIVE DEVELOPMENT

57. It is not possible to make an overall judgement on provision or teaching in this area. However, from planning and the work on display it is evident that children have access to a good range of

activities, many of which provide good opportunities for them to use their imagination. Play equipment, such as roadways and construction toys are available and the role play areas are very popular with the children. They have the chance to work with a range of media, such as clay, and have learned elementary printing techniques with some success. Children in reception enjoy singing sessions and join in enthusiastically with words and actions.

SUBJECTS IN KEY STAGE 1

English

Provision in English is **good**.

Main strengths and weaknesses.

- At Year 2 standards in all aspects of the subject are well above average. Based on their prior attainment pupils' achievement is very good.
- Standards have improved very significantly since the time of the previous inspection.
- The overall quality of teaching and learning is good, with assessment being used very well to provide for pupils' varying needs.
- The use made of literacy in other subjects of the curriculum is good.
- Pupils' attitudes and behaviour are good.
- Pupils' presentation of their work, and teachers' marking, are good.
- The role played by the coordinator is very good, and she has contributed very well to the recent improvements.

Commentary

58. At Year 2, pupils sit quietly during lessons whilst listening to their teacher reading stories or giving instruction. Their responses show that they have a clear understanding of the things that they hear. Their good language skills also mean that most pupils are able to speak clearly and confidently, often feeling able to provide extended answers and comments. Their speaking skills are well above the national expectation.
59. At Year 2, pupils read texts accurately, often introducing very suitable expression into their reading, and confidently explaining what they have read. Pupils also have appropriate phonic skills that enable them to read words that they do not know. They readily find information using an index. Pupils regularly use reference books to help them find information.
60. At Year 2, pupils successfully write portions of text, including stories, news and poems, using capital letters and full-stops correctly and independently to add structure to their writing. Their good choice of vocabulary contributes to the high standards being achieved. Pupils generally spell words correctly, with others being phonetically acceptable. Pupils' handwriting skills are well developed, with most joining their letters in a neatly produced script. Pupils' spelling and handwriting have both improved significantly since the last inspection.
61. The overall quality of teaching and learning is good. Teachers have good subject knowledge. Lessons are well planned and organised, with teachers making careful allowance for the requirements of the National Literacy Strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they provide pupils with chances to speak, often at length, which helps them to develop these skills. Teachers are careful to provide appropriate reading books for pupils, and all pupils have books suitable to their needs. They are provided with appropriate opportunities to read, and suitable support and encouragement is provided by teachers and classroom assistants. Pupils are keen to read, and they clearly enjoy this activity.

62. Teachers throughout the school provide a good range of writing activities for their pupils. They also provide detailed help and support for pupils with spelling and handwriting, as well as clear advice on improving and developing the content of their written work. Further, teachers assess pupils' work regularly, with the result that the new work that is given is very well suited to their particular needs. Teachers are keen to provide challenging activities, and they have high expectations of their pupils. Pupils respond well to the opportunities and challenges provided, in all aspects of the subject, and they work well for extended periods. As a result, pupils, including those with special educational needs and English as an additional language, are able to achieve well.
63. Very good relationships are developed between teachers and pupils, and teachers provide appropriate support during lessons. Classroom assistants interact well with pupils and contribute significantly to pupils' progress and achievement. Pupils' attitudes to English are good. Pupils work well on their own and in groups, and they persevere with the work set. Pupils enjoy all writing activities, and many take particular pleasure in writing poetry. Most pupils are now keen to present their work well, with particular attention to good handwriting. The marking of pupils' work has improved, and teachers now provide both praise and clear advice to pupils about improving their work.
64. The coordinator supports her colleagues well with advice, and she has regular opportunities to study samples of work. Although she is only now beginning to observe lessons, she is fully aware of the standards being achieved in the school. She is a very good practitioner, and has made a very significant contribution towards identifying recent weaknesses in pupils' performance and in helping to bring about improvements. Her leadership of the subject is very good.

Language and literacy across the curriculum

65. The school is keen to develop pupils' language skills, both within English and in other subjects. Significant amounts of writing are produced in other subjects: for example, in history and geography. These are used well to enhance pupils' literacy skills. Teachers also make regular use of ICT to help pupils develop their English work; for example, pupils word-process poems and letters.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- There has been a year-on-year improvement in standards to the current well above average levels;
- The quality of teaching and learning are good;
- Pupils thoroughly enjoy lessons and they achieve very well.

Commentary

66. Performance in the national tests have improved year-on-year since the last inspection. Standards attained in the tests for 2003 were well above the national average both in comparison with all schools nationally and similar schools. There are indications that standards in the 2004 tests are even higher than those of 2003. This steady and significant improvement is due to the good quality of the provision. Staff are rigorous and focussed on the teaching and learning of mathematics. Pupils in Year 1, although only having been taught using the mathematics programme for three weeks, showed well above average mathematical skills and abilities. A significant minority of current Year 2 pupils are already

achieving the national expectation for pupils at the end of Year 2 in mathematics, and a high proportion of pupils are on course to achieve the higher level. Pupils of all abilities make good progress and achieve very well.

67. Almost all the lessons seen were of good quality. Teachers prepare lessons well and provide work that is well-matched to pupils' needs. They invariably provide good explanations and encourage pupils' learning well by posing good quality questions and by providing good quality activities that focus well on the target objectives of lessons. In addition, they ensure that the pace of learning is swift. Pupils respond enthusiastically. They enjoy lessons and make good progress. The school has made the decision to set pupils by ability in mathematics. This strategy is working well. Pupils enjoy having different teachers to work with, and staff are able to pin-point work very effectively to the more narrow range of abilities that they have in sets. As a consequence learning is enhanced and achievement is boosted. The use of ICT is a particular feature of mathematics teaching. Staff make excellent use of the interactive whiteboards to enhance and enliven their teaching. Pupils are skilful in the physical manipulation of numbers using the interactive facilities and as a result their progress is boosted.
68. The curriculum for mathematics is well organised and the National Strategy for Mathematics is used well and has been adapted suitably to meet the needs of pupils at Hampton. Teachers use apparatus and resources well and this aids effective learning. Teaching assistants are well-briefed and they make a significant contribution to learning.
69. The co-ordination of mathematics is very good and has a significant positive effect on the quality of teaching and learning, and on the standards achieved. The school has made very good use of support of the local education authority for the leadership and management of mathematics and, as a result, there are very good procedures in place to monitor the quality of teaching and learning. Pupils are regularly assessed and useful information is collected about their progress. This is then used to target particular groups of pupils.
70. There has been good improvement since the last inspection. The National Strategy for mathematics has helped to strengthen the previously good scheme of work to the current very good curriculum for mathematics. Standards have improved and the proportion of good and better teaching and learning is much greater than it was previously.

Mathematics across the curriculum

71. Mathematics is used well across the curriculum. Graphs and charts are used in science, history and geography. Teachers pose number questions during registration and they apply previously learned measuring skills in science; for example, when studying forces and carrying out investigations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved and are now above average.
- Teachers plan interesting activities, with pupils being encouraged to investigate and find out for themselves.
- The leadership and management is good.
- Tasks are not always matched sufficiently to pupils' capabilities.
- Assessment is not rigorous enough and marking is not consistently used to tell pupils how to improve their work.

Commentary

72. Standards at the end of Year 2 in the 2003 teacher assessments were in line with those expected nationally. However, they showed significant variation in the competency of pupils between the different areas of the curriculum, between below average and well above average. In 2004, teacher assessment showed not only an improvement in standards to above average, but also a more balanced picture, in that pupils attained well in all areas of the curriculum. Inspection evidence supports the 2004 results and indicates that pupils are achieving well. Pupils generally enjoy their work. The majority try hard in lessons, and the presentation of their written work is good. Their oral work is of a high standard. In lessons, their answers and suggestions show they have a good grasp of the subject. Pupils' books show that they have covered a good amount of work in the time available.
73. Teaching and learning are good with some significant strengths. Teachers generally have high expectations of the pupils in terms of behaviour and the standard of work produced. Questioning is used well to find out what pupils already know and to encourage them to apply what they know to new situations. Teachers plan interesting activities, linking them to ongoing work in other subjects whenever possible. All teachers have a secure understanding of the subject. Pupils are encouraged to investigate and find out things for themselves. This helps to ensure that the quality of learning is good. For example, pupils in Year 1 carried out an investigation of a hedge to find out what habitats it provided, whilst those in Year 2 experimented gleefully with different types of play equipment in the playground whilst investigating forces. Teachers plan their lessons carefully and are generally well organised. However, an analysis of pupils' work from last year showed that teachers rarely provide different levels of challenge in the work set. Consequently, some lower attaining pupils struggle to complete the work. During the inspection, some teachers matched work to pupils' abilities, which resulted in pupils achieving well. Relationships between teachers and pupils are good. This leads to positive attitudes and behaviour in lessons. In a Year 1 lesson, computers were constructively used to support learning as pupils used an appropriate program to identify the parts of a plant.
74. Assessment is being developed, but is not yet rigorous enough. A useful portfolio of work has been collected and annotated but the work has not been matched to National Curriculum levels, which means it is not as useful as it could be. Most teachers mark work conscientiously, although there are few comments which tell pupils what they have done well or how to improve.
75. The leadership and management of science are good. The responsibility is effectively shared between two staff members. The main strengths and weaknesses have been identified, such as the unbalanced coverage of the curriculum, and action taken to address these. As a result of changes, the curriculum has improved to its current good quality. There are good quality resources. The coming year has been designated 'Young Discoverers Year' by the school and there are exciting plans for a range of additional activities and visits with a scientific basis.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils' attainment by Year 2 is well above the national expectation.
- The curriculum for ICT is rich and broad and used very well to promote learning across many subjects.
- Pupils achieve very well, they thoroughly enjoy lessons, are confident and secure in using computers and their learning is very good.
- Leadership and management are very good.

Commentary

76. In the last inspection, there were some criticisms of the school's provision. All the weaknesses have been overcome and the teaching and learning of ICT is now a strength of the school.
77. Standards are well above the national average and pupils' achievement is good. This shows a significant improvement since the last inspection. At the time of the inspection many of the Year 2 pupils were already attaining the national expectations for pupils at the end of the school year. For example, they had learned how to punctuate, amend and correct errors and save their finished work when using word processing programs to write poems with 22 syllables. The most able are particularly skilled and are able to use all aspects of the keyboard, correct mistakes and alter font size. They show well above average skills and knowledge in many aspects of ICT.
78. Pupils are particularly skilled and enthusiastic in ICT work that is linked to the art and design curriculum. They create and manipulate photographs of each other, using a graphics package. In two lessons in Year 2 in which this program was being introduced, pupils were very enthusiastic due to the very good teaching. They quickly learned to select and use tools, fill shapes with colour, and change the colour and the shape. In these lessons the pupils achieved very well because the teaching was very good. The teachers explained the new programs well because the pupils had a very good understanding of the computers; for example, they used the terms 'icon' and 'drop-down menu' which were instantly understood by the pupils. This helped both to speed up learning and engage the pupils' interest and fascination in the program. Some outstanding examples of previous work demonstrate how pupils used a web cam to create animated stories based around an Olympic theme. One group built plasticene models to animate a swimming race. Another told the story of the Olympic rings, using a scanned image of a photograph that was then animated using the web cam. This work is in line with standards normally attained by pupils aged 11 or 12.
79. The quality of teaching and learning is very good. Staff plan lessons very well, they are very adept at making sure that the work meets the differing abilities of the pupils, and they make very good use of the interactive facilities to promote enthusiasm in the pupils. Teachers provided excellent explanations when introducing new topics and questioned pupils very well to check their understanding. This led to high achievement because the pupils were captivated by the teaching, were helped to have a very clear understanding of the work, and were very keen to learn.
80. The curriculum for ICT is a particular strength. It is based on national guidelines but has been very well adapted to meet the needs of the school. There is a very good range of broadly planned opportunities to make use of ICT. This is particularly the case in Year 2, where the suite is used well as part of teaching and learning. There is a need to ensure that teachers in Year 1 make use of computers as part of everyday lessons.
81. Both the leadership and management of the subject are very good. The co-ordinator is very knowledgeable and enthusiastic and she has been pivotal in improving the provision in ICT. She provides very good guidance and support for staff, maintains the school's web site and has been given sufficient time to implement her challenging ICT improvement plan.

Information and communication technology across the curriculum

82. ICT is used very well to support learning. For example, pupils use ICT to support their design and making of place mats in design and technology. They make graphic representations in science when making pictograms linked to work about fruit and vegetables. They make good use of CD ROMs and the Internet; to research work in geography as part of the weather topic, to research world faiths in RE and also to research the life of Van Gogh as part of the history

topic on famous people. There is particularly good use made of ICT in mathematics, both in dedicated programs for number work, and in teachers' good use of national materials for interactive whiteboards to enhance the daily mathematics lessons.

HUMANITIES

Provision in religious education is **good**.

Main strengths and weaknesses.

- Standards by Year 2 are broadly in line with those expected. Pupils' achievement is good. Standards have improved since the previous inspection, and statutory requirements are now met.
- By the end of Year 2 pupils have a clear knowledge of Christianity, Islam and Judaism.
- Pupils have a good understanding of the need to be tolerant of others.
- The quality of teaching and learning is good, with a variety of learning experiences provided for pupils.
- The attitudes of pupils towards the subject are very good.
- The role played by the coordinator is good.

Commentary

83. There has been considerable improvement in the provision for religious education since the last inspection when standards attained were below expectations and there were significant weaknesses in the range and breadth of the curriculum. Standards are now in line with the expectations of national guidelines and the Locally Agreed Syllabus and the curriculum is now well planned and of good quality.
84. Pupils make good progress in their learning and achieve well. By Year 2, pupils are familiar with three major world faiths, the Christian, Islamic and Jewish faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Moses. Pupils explain clearly that religions have different religious buildings, and books that are special to them, and they can readily name and describe the Bible, the Qur'an and the Torah. Pupils understand that religions have various ceremonies and special occasions, and they describe in detail why Easter is so important to Christians and Rosh Hashanah is important to Jews. Pupils recognise the importance of signs and symbols in religions. For example, they identify the importance of the Crescent to Moslems. Pupils confidently discuss the need for friends and friendship, and they readily explain the need to care for one another. Pupils clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
85. The quality of teaching and learning has improved since the last inspection, and is now good. Lessons throughout the school are well planned, and interesting ideas and information are presented to pupils. Teachers have good subject knowledge and, through suitable activities, pupils, including those with special educational needs and English as an additional language, are able to make good gains in their knowledge and understanding. Teachers ensure the pupils' interest through a most thoughtful variety of learning experiences, such as asking thought-provoking questions, making good use of religious artefacts, providing drama activities and the opportunity to express their thoughts at length through writing, sometimes using computers. In an excellent lesson seen in Year 2, the teacher captured the pupils' interest through a stimulating and highly effective lesson on the Jewish New Year. Pupils listened attentively, they were most keen to contribute and they made outstanding progress.
86. Pupils enjoy the range of activities and experiences provided, especially when they handle religious artefacts. This helps to ensure that the quality of learning is good. They work well with other pupils and are keen to complete the tasks set. They readily offer their views and

opinions when asked. Discussions with pupils show a considerable interest in the subject and their attitudes are clearly very good. Pupils take care with the presentation of their work and it is sympathetically marked by the teachers.

87. The subject coordinator is enthusiastic, and his leadership and management are good. He has had the opportunity to observe lessons in classes, he has collected an array of pupils' work to illustrate the work being covered, and he has a clear understanding of the standards being achieved. He has supported his colleagues; for example, by providing a suitably improving range of resources with which to enhance lessons, and by contributing well to the improvements seen since the previous inspection. He is fully aware of the need to further develop assessment procedures, and plans are in-hand for this to happen.
88. During the inspection only one lesson was seen in **geography**, and so no overall judgement on provision can be made. In the lesson seen, in Year 1, the pupils studied aspects of the local area, and produced good quality maps of their outing to the neighbouring allotments. The teaching was good, the pupils were well behaved and the standard of the work produced was in line with that expected. A study of teachers' planning and samples of pupils' work, show that appropriate coverage is now made for the subject during the year. This is an improvement since the previous inspection, and the coordinator has contributed well to this. For example pupils have studied different types of houses in the area, and they have studied a range of holiday places through following the journeys of 'Barnaby Bear'. They have studied different kinds of weather, and they have identified various sources and uses of water. Pupils in the school show an appropriate concern for the environment.
89. No lessons were seen in **history**, and no overall judgement is made. However, a study of planning, and work previously completed, indicates that a suitable amount of work is now covered. This shows an improvement since the last inspection. Discussions with pupils, on aspects of history, showed a knowledge and understanding of the subject similar to that expected for pupils of this age. For example, pupils could talk in detail about the idea of 'old' and 'new', and could sequence toys showing a developing sense of chronology. Pupils also know about Henry VIII and about aspects of life in Tudor times, such as the differences between the lives of the rich and the poor. The coordinator has contributed well to the improvements that have been made.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

Main strengths and weaknesses

- Standards are above those expected nationally.
- Pupils thoroughly enjoy activities in art and design and achieve well.
- The excellent high quality displays of art and design enrich the school environment.
- There is a good focus on art and design activities in the annual Arts Week.

Commentary

90. Although only one lesson was seen during the inspection, the rich range of evidence – both in work displayed and documentary evidence of previous work – shows that provision in art and design is good. This is a significant improvement since the last inspection.
91. Pupils attain standards that are above those expected nationally and their achievement is good. This is an improvement since the last inspection where standards were found to be in line with the national expectation.

92. In the lesson seen, Year 2 pupils showed above average skills in following a design to make a sunflower. The work produced as part of a theme on sunflowers, were of good quality. Pupils were creative and individual in making choices about how to construct the flower heads using a good range of resources. The pupils confidently showed how the seedheads could be represented. They chose well from the materials provided and they attained standards that were above expectations. Pupils with special educational needs achieved particularly well and produced good quality work. Displays in Years 1 and 2 shows a very wide range of work in both two and three dimensions that represents standards that are above expectations. For example, observational drawings of vegetables and designs for T-shirts in Year 1 were of a high quality.
93. In the lesson seen the quality of teaching and learning was very good. The work was very well planned to match the current theme of sunflowers, and linked well to the history work on Van Gogh. The teacher engaged the pupils' interest very well from the beginning. Resources used in the task of making collage sunflowers were very good. The pupils were very keen and enthusiastic; they thoroughly enjoyed the lesson, achieved well and made good progress.
94. The curriculum for art and design is a particular strength. There is a very broad range of activities that are very well integrated into overall themes. In addition, the school places a strong emphasis on the arts. Each year an Arts Week is organised and includes many different arts activities. These include an artist in residence, puppet making and body art. The school hall is turned into an art gallery and the pupils' work is celebrated very well. Furthermore, pupils in Year 2 visit the National Gallery which helps to increase the pupils' interest and enthusiasm for the subject.
95. Leadership and management are very good. The co-ordinator is very enthusiastic and knowledgeable and gives very good support to other teachers. She is aware that there is a need to strengthen the assessment of art and design.
96. Provision in **music, physical education and design and technology** was not a focus for the inspection. Four lessons were seen in total across the three subjects.
97. In **design and technology** pupils' work was examined and there were discussions with pupils about what they had learned. Standards are in line with those expected at the end of Year 2. There is good coverage of the curriculum, with all classes learning from an early stage the full design process. This was particularly evident from the slippers designed by pupils in last year's Year 2. They had produced annotated designs, selected the materials to make the slippers and constructed them carefully. The work was carefully evaluated by the teacher who suggested what improvements could be made. The quality of the finished articles was good and demonstrated well the thoroughness with which the project had been planned. It is clear from planning, and from the evidence of pupils' work, that appropriate skills, such as measuring and joining are carefully taught and used. The curriculum is extended through the annual Arts Week which includes a whole school design and technology day.
98. In **music** there are indications that standards are at least in line with national expectations in the singing. In the lessons seen, pupils sang tunefully with a good sense of pitch and rhythm and their learning was good. For example, in a Year 1 lesson in which pupils were learning about the sounds made by different instruments, they learned a new song 'Choose an Instrument' quickly and effectively. They were also able to identify how sounds are produced by each section of the orchestra and they were able to differentiate between the string, woodwind and brass instruments. In a good lesson in Year 2, pupils showed a good sense of pace and a good understanding of the length of sounds when learning about pulse. Almost all the pupils showed a good understanding of how sounds are organised, and were able to make music to demonstrate which non-pitched percussion instruments are most suited to making short and sustained sounds. Pupils enjoy singing in assemblies and in the Year 2 choir.
99. The curriculum for music is strong and is enriched by a wide range of activities. Thirteen pupils are learning the violin, and all pupils in Year 2 learn the recorder as part of the music

curriculum. In addition, the school has been successful in securing a specialist music teacher to provide extra curricular activities from the Richmond Music Trust who operate a Young Music Makers scheme.

100. In the two lessons seen in **physical education**, pupils showed standards that are above the national expectation. In a very well taught games lesson in Year 1, pupils showed good catching and throwing skills using rugby balls. Almost all pupils were able to show good control and co-ordination. In a Year 2 dance lesson the teacher provided a good structure to the lesson with a very good warm-up session. In this lesson, where pupils were learning about travelling and changing direction. Pupils were able to sequence their movements and to re-rehearse the activity to improve their performance.
101. The good quality scheme of work for physical education is based on National Curriculum requirements and provides a useful progression in learning. It covers appropriately the required curriculum. There are exceptional opportunities for extra curricular activities. These include dance lessons, and outdoor games.

PERSONAL, SOCIAL AND HEALTH EDUCATION

102. No lessons were seen. However, it is evident from the pupils' good behaviour, their positive attitudes to learning and their mature appreciation of wider social issues that provision for the pupils' PSHE is a strength of the school.
103. On taking up his post two years ago, the headteacher made the decision to establish PSHE as a whole-school priority. The overall target was to improve the pupils' confidence and self esteem. This has been met and there are very strong indications that standards in PSHE are well above national expectations. There is an overwhelming positive climate for learning throughout the school. As a result, of the very good provision for PSHE – both through the PSHE curriculum and the highly inclusive and supportive ethos - pupils make very good progress from the secure start that is provided for their personal and emotional development in the Reception year. By the time that they leave the school, pupils have a well developed sense of themselves as individuals, and as members of a community. Their social skills are good and the pupils have a clear understanding of the importance of environmental and health issues.
104. Pupils are encouraged to take a full part in the life of the school. Relationships are very good, and teachers ensure that all pupils take an active part in lessons. Pupils thrive. They feel secure, enjoy school and have very positive attitudes to learning. The very good provision for the moral and social development is evident in most lessons. Pupils develop a good understanding of the importance of being tolerant, listening to each other and respecting others' values and viewpoints. This results in a school community that cares for others and is inclusive.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
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	5
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
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).