

INSPECTION REPORT

Malorees Infant School

London

LEA area: Borough of Brent

Unique Reference Number: 101507

Headteacher: Ms Sian Davies

Reporting inspector: Mrs Jean Morley

Dates of inspection: 8-11 November 1999

Under OFSTED contract number: 706584

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	County
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
School address:	Christchurch Avenue London NW6 7PB
Telephone number:	0181 459 3038
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Fahim Qureshi
Date of previous inspection:	1 and 5-7 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Jean Morley, RgI	Science Geography History Special educational needs	Characteristics of the school Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources
Susan Pritchard, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Wendy Jory	English Provision for under fives Art Music Physical education Religious education	Pupils' spiritual, moral, social and cultural development
Dennis Maxwell	Mathematics Design and technology Information technology English as an additional language	Curriculum and assessment Efficiency

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MAIN FINDINGS

What the school does well

- The headteacher, senior management team and governing body provide strong, positive leadership.
- The governing body and senior staff use the available finance very well for the benefit of pupils.
- There is a well-balanced curriculum that provides good experiences for pupils.
- The quality of teaching in the reception classes and in Key Stage 1 is good overall.
- Pupils with special needs and those for whom English is an additional language are well supported and make good progress.
- Opportunities provided for pupils to develop spiritual, moral and cultural awareness and social skills are very good.
- Pupils behave well and have positive attitudes to their work.
- The school provides well for creative development with the result that pupils make good progress in art and music.
- Pupils, parents and teachers get on well together.
- The school cares for its pupils well.
- The school has very good partnerships with parents and the community.

Where the school has weaknesses

- I. Reading standards are not high enough because the school does not make effective use of the reading opportunities that it creates for pupils.
- II. In the nursery, the progress which pupils make in language and literacy, in mathematics and in knowledge and understanding of the world is not fast enough.
- III. The quality of pupils' handwriting in particular - and the presentation of their work in general - is not good enough.

The school's strengths far outweigh its weaknesses but nevertheless, the weaknesses above will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has responded well to the four key issues raised in the report of 1996:

- IV. Pupils now have appropriately challenging activities with the exception of some areas of learning in the nursery.
- V. The ethos and direction of the school has been maintained despite a change of headteacher, deputy headteacher and chair of the governing body.
- VI. Curriculum leadership is now good and embodies features that are beginning to raise standards.
- VII. The school works exceptionally hard with parents to convince them of the need to be punctual and punctuality is beginning to improve.

When compared to the last inspection, there have also been improvements in pupils' behaviour and in the relationships between children and adults. The quality of teaching is now good overall while at the time of the last inspection it was judged satisfactory. The newly appointed headteacher has effective systems to monitor teaching and is establishing a new and appropriate assessment system. There is a clear agenda for improvement in the school's development plan and this is shared fully by the staff and governors of the school.

While standards of attainment have remained broadly static in English, mathematics and science since the last inspection, the changes which have been undertaken are beginning to have an impact on standards and the school is well placed to make further improvement.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	D	C	<i>average</i>	<i>C</i>
Writing	C	B	<i>below average</i>	<i>D</i>
Mathematics	D	C	<i>well below average</i>	<i>E</i>

Inspection findings confirm that standards in reading are below average. While the school has both a high proportion of pupils with special educational needs and of those for whom English is an additional language, it is not these large numbers that account for the below average standards in reading. Rather, the lower than expected standards result from too slow a start to language skills in the nursery, an insufficiently sharp classroom focus on the teaching of reading skills to all pupils in the school and a home-school reading arrangement which does not work as effectively as it should to help pupils develop reading skills.

The information about writing in the table reflects the findings of the inspection. While the content of written work is sound, the quality of handwriting is not good enough.

In mathematics, inspection findings indicate that standards are average. Standards in mathematics have been static over the last four years. However, the introduction of the numeracy initiative this year is accelerating progress and is beginning to have a positive effect.

Attainment in science meets national expectations. The same is true of information technology and similar standards pertained in this subject at the time of the last inspection. However, very recent improvements in the provision of computer hardware now mean that the school is well placed to extend pupils' skills and raise standards. Attainment in religious education meets the expectations of the locally agreed syllabus. Attainment in design and technology, geography and history is as expected from pupils aged seven, but in art, music and physical education, attainment exceeds expectation and signifies an improvement since the last inspection when attainment in all subjects was satisfactory.

Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science		Satisfactory
Information technology		Satisfactory
Religious education		Good
Other subjects	Good	Good

The quality of teaching for children under five is satisfactory overall. However, during classroom observation, it varied significantly between the reception classes where it was good or very good in all but one lesson, and the nursery where it was predominantly satisfactory but with a significant element of unsatisfactory teaching. The weaknesses in the nursery are a lack of structure to the planning and insufficient challenge for the children. In Key Stage 1, the quality of teaching observed was good overall. Sixty per cent of the teaching was good or very good, and the remainder sound. Some weaknesses in teaching relate to low expectations of pupils with regard

to handwriting and the general presentation of written work. Additionally, although sufficient time is set aside to develop reading skills, they are not always taught with the rigour which would allow pupils to make good progress.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good both in classrooms and around the school with pupils responding well to established routines.
Attendance	Satisfactory.
Ethos*	Good. Pupils are happy to come to school and positive about learning. Relationships between staff and pupils are good.
Leadership and management	Good. The headteacher provides very clear educational direction for the work of the school through caring and conscientious leadership. She is ably supported by senior staff and an active governing body.
Curriculum	Good. The school has adopted or adapted national guidelines for all subjects.
Pupils with special educational needs	Good quality teaching successfully fosters high self-esteem, motivates children to learn and facilitates good progress.
Spiritual, moral, social & cultural development	Very good and a strength of the school. The school gives high priority to these aspects of children's development.
Staffing, resources and accommodation	The school benefits from experienced teachers. Accommodation is adequate and significant improvements have been made. All areas are adequately resourced and some are well resourced.
Value for money	Satisfactory

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VIII. Their children like school.
- IX. They find the school approachable.
- X. They feel welcome in the school.
- XI. The values and attitudes the school promotes.
- XII. They have a clear understanding of the work of the school.
- XIII. The good behaviour of the children.

What some parents are not happy about

- XIV. With the exception of one parent, no

Parents' views gathered from questionnaires and from the parents' meeting are extremely supportive of the school. Inspectors' judgements support all of the parents' positive views.

KEY ISSUES FOR ACTION

The headteacher, staff and governing body should:

- Raise standards in reading by:
 - in the nursery, providing structured and frequent opportunities for pupils to develop their early reading and writing skills;
(see paragraph numbers: 10, 25, 81)
 - in classroom reading sessions, focusing more sharply on the development of specific reading skills;
(see paragraph numbers: paras 10, 25, 89)
 - making more effective use of the home school reading system.
(see paragraph numbers: 10, 30, 89, 92)

- In the nursery, raise standards of attainment in language and literacy, mathematics and knowledge and understanding of the world by:
 - providing activities which promote children's skills, knowledge and understanding in these areas. These activities should be:
 - structured,
 - challenging,
 - purposeful
 - and supported by high quality teaching.
(see paragraph numbers: paras 25, 26, 35, 77, 81, 82, 83, 86)

- Improve the quality of pupils' handwriting and the presentation of their work.
(see paragraph numbers: 10, 29, 90, 92, 93, 95, 107)

· INTRODUCTION

· Characteristics of the school

1. Malorees Infant School is situated in the Brondesbury Park ward in the London Borough of Brent. It occupies a spacious site in a suburban area. Almost all pupils live locally in a mixture of owner occupied and council housing. A small minority lives in social security bed and breakfast accommodation. The school was built in the 1950's. Within the school are seven classrooms for pupils aged three to seven, one for nursery aged children and two each for reception year, Year 1 and Year 2.

2. There are 177 full time pupils on roll in the main school: 87 boys and 90 girls. There are 69 pupils for whom English is not a first language. There are 76 pupils who have special educational needs, and of these, 2 have statements. At 43%, this is well above the national average. The percentage of pupils entitled to free school meals is 22.7%. This is within the broadly average band.

3. A substantial number of pupils in Key Stage 1 have had nursery provision at this school. The nursery takes 20 children who attend in the mornings and 20 who attend in the afternoons. At the time of inspection, there were 14 pupils in the reception classes who had reached the age of five. Attainment on entry to the nursery is broadly average. Socio-economic backgrounds are also broadly average.

4. In recent years there have been a number of staff changes. Of the current full time teachers, none has taught at the school for longer than five years. Promoted from deputy, the headteacher has been in post for one year and the deputy headteacher, new to the school, has been in post for five months.

5. The school aims to provide an optimistic and stimulating environment that is purposeful, creative and work-orientated and which flows from an understanding and ownership which is shared by pupils, staff, governors and parents. Current priorities are:
- restructuring and streamlining curriculum planning;
 - introducing new assessment arrangements;
 - raising standards, particularly in English, mathematics and science.

· **Key indicators**

1. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	1999	33	21	54

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	28	28	30
	Girls	15	17	16
	Total	43	45	46
Percentage at NC Level 2 or above	School	77(72)	83(81)	85(85)
	National	85(80)	86(81)	90(85)

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	27	30	28
	Girls	14	16	17
	Total	41	46	45
Percentage at NC Level 2 or above	School	72(62)	81(81)	78(81)
	National	82(81)	86(85)	87(86)

.....

1 Percentages in parentheses refer to the year before the latest reporting year

7. **Attendance**

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	6.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.9
	Absence	National comparative data	0.5

7.

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during	Number
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The previous year:	Fixed period	0
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	Permanent	0
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9. **Quality of teaching**

Percentage of teaching observed which is:		%
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	Very good or better	18
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	Satisfactory or better	95
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	Less than satisfactory	5
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9. PART A: ASPECTS OF THE SCHOOL

9. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

9. Attainment and progress

1. Attainment on entry into the nursery is broadly that expected for children of a similar age and, by the time they reach the age of five, children have made good progress in their personal, social and creative development. Progress in language and literacy, mathematics, knowledge and understanding of the world and physical development is satisfactory. However, while overall progress is satisfactory for children under five, their rate of progress is much more rapid in the reception classes than in the nursery. Nursery children progress well socially and make sound progress in the development of physical and creative skills. The progress they make in language and literacy, in mathematics and in knowledge and understanding of the world is not good enough. In the reception classes, children make at least satisfactory – and usually good – progress towards all the Desirable Learning Outcomes. Consequently, by the time they reach five, the majority of children have reached the expected levels and many have exceeded them in personal, social and creative areas of development.
2. Results of the tests in 1999 show that, when compared with all schools, the attainment of seven-year-olds is below the national average in reading and in mathematics and in line with national averages in writing. When results are compared with those of similar schools, standards are average in reading and mathematics and above average in writing. The proportion of pupils achieving the higher, Level 3 is above expectations in mathematics, indicating that the school provides appropriate challenge for higher-attaining pupils. Attainment at this higher level in English is in line with national averages.
3. Inspection findings support the test evidence that indicates that reading standards are low and writing standards satisfactory. However, evidence gathered during the week of inspection indicates that standards in mathematics are now in line with national standards. It is the school's successful implementation of the national numeracy initiative, its emphasis on mental skills and good quality teaching which have brought about the improvement. Attainment in science meets national expectations. This is a more positive result than indicated by the 1999 teachers' assessments that showed that standards in science were low. The new structure to the science curriculum has made a positive contribution to these improved standards.
4. Attainment in information technology is in line with expectations and in religious education it is in line with those in the locally agreed syllabus. In design and technology, geography and history, standards are in line with those usually expected of seven-year-olds. In art, music and in physical education however, attainment is above that normally expected of seven-year-olds. In these three subjects pupils make good progress through the key stage. The high standards attained and rapid progress that pupils make in music are attributable to the work of a specialist music teacher. In art, pupils attain high standards because high priority is given to the subject, because many teachers have very good expertise and because the school's high profile Art Week is having an additional impact on the skills of staff as well as on pupils. Pupils reach a high standard and make good progress in physical education because lessons are well-structured and because the quality of teaching is good.
5. Pupils make good progress in the speaking and listening element of English. This is the result of regular opportunities for discussion in the whole class sessions that occur daily in most subjects of the curriculum. Pupils listen with interest and because the pace of lessons is usually brisk, the interaction between teachers and pupils is lively. Progress in reading, however, is not fast enough. There are three reasons for this. Firstly, pupils get off to a slow start with early reading skills in the nursery. Secondly, the home-school reading system is not working as effectively as it should, given the effort that the school has put into establishing it. Finally, in the classroom there is too little opportunity for pupils to practise and consolidate the reading skills they are taught. Progress in writing is satisfactory overall. It is often good in Year 1 because the teaching groups are small and the quality of teaching, very good. However, handwriting, and pupils' overall presentation of their work are both unsatisfactory. Clearly these two weaknesses have a negative impact on the progress which pupils make in other subjects.

6. Pupils make satisfactory progress in mathematics. There has been no significant improvement in standards since the last inspection. However, current standards of attainment are showing some improvement over those of last year. This is the result of the quality of teaching that is good overall, the firm emphasis that the school is placing on number and the good opportunities pupils have in mental mathematics. These are further helped by pupils' interest and their willingness to take part.
7. In science, pupils also make steady progress, helped by the structure and rigour of the curriculum that the school has adopted and backed by the strong emphasis which the school places on practical work to support scientific enquiry. Much work in science challenges pupils to think. For example, can something which is shiny be felt or only seen? Why does one arrangement of battery bulb and wire light the bulb, while another does not?
8. In information technology, the school has maintained the satisfactory standards identified in the last inspection. Improvements to facilities have been very good and provision of support to staff by the co-ordinator has produced increased confidence and competence. Progress of pupils is satisfactory as a result of these improvements and also because pupils are well motivated - they quickly become interested in the tasks and want to take part. The school is now well placed to help pupils to make more rapid progress and to raise levels of attainment further.
9. In religious education pupils make sound progress over time and often good progress in lessons because the quality of teaching is good or better. This means that by the end of the key stage pupils have some knowledge of the main world religions. They are coming to terms with their own feelings, for example, of happiness and sadness, likes and dislikes and many can express ideas about being a helpful friend. They are extending their understanding of being part of a community as they think, for example, about those who help them in school and the importance of caring for their world.
10. Pupils with special educational needs make good progress towards their individual targets and attain standards that are appropriate to their ability. There are several factors that contribute to this good progress. It is largely due to the good level of support that pupils receive from class teachers, learning support staff, and in particular, the special needs co-ordinator. Secondly, the smaller teaching groups for literacy and for numeracy in Year 1 are also having a positive effect. Finally, the school operates a nurture group for pupils with behavioural and social difficulties. The purpose of this initiative is to build up confidence and self-esteem in pupils so that they can integrate fully and learn successfully in the classroom alongside their peers. Pupils with English as an additional language are also given good support to help them to take part in all activities and to make appropriate progress. Many tasks are prepared in differing ways to provide children with good access to the work. There is no significant difference in the attainment of pupils of different genders or ethnicity.

19. **Attitudes, behaviour and personal development**

11. Children under five years old in the nursery and reception classes have good attitudes. They try hard to please their teacher, and even the very youngest are coping well with life in school. The quality of personal and social development in the nursery and reception classes is good. The one or two less sociable children who find it difficult to join in with rest are already responding to the class rules for behaviour. Staff work hard to promote good attitudes and their work is enhanced by the good relationships already established with parents.
12. Throughout the school, pupils display good attitudes to learning. They respond well in lessons, listening carefully both to their teachers and to each other. In a Year 2 information technology lesson, all pupils concentrated on the one who had access to the computer mouse and watched carefully while he interpreted instructions and entered them to form a shape on the screen. Pupils, including those with special educational needs, are eager to complete their work, even when they find it difficult. They are keen to learn and seek help when they need it. In pairs and groups, they help each other solve problems by thoughtful exchange of ideas and methods. Most enjoy taking their reading books home. Pupils of all ability levels happily discuss their knowledge of books and reading habits with visitors and readily read to them. The school has successfully continued to instil the positive attitudes and values reported at the

time of the last inspection.

13. The school has improved the satisfactory standard of pupils' behaviour demonstrated in the last inspection. Behaviour is now good, both in lessons and around the school, with pupils responding very well to established routines. Only a very small minority of pupils resorts to inattentive or silly behaviour. This behaviour is unusual and linked to the very few occasions when unsatisfactory class control leads to pupils working at too slow a pace or not knowing what to do to improve. Most pupils respond positively to the first warning given on their behaviour, by acting promptly to amend it. In the playground, pupils play happily together and recognise the fundamental rule that unkind behaviour towards anyone is neither expected nor tolerated. This results in a happy atmosphere in school with minimal signs of tension. There are no exclusions recorded in the three years prior to the inspection.
14. The quality of relationships in the school is good. A clear strength is the way in which pupils from a diversity of cultural, social and ethnic backgrounds, form positive relationships with each other and with their teachers. They are given suitable opportunities for personal development that enable all children to value their differing backgrounds and to develop their own character. Pupils show respect for property, handling resources with care. Targeted support has successfully promoted co-operative attitudes amongst the few pupils who previously found it difficult to sustain positive relationships in school.
15. Pupils' personal development is good. As they move through the school, pupils are able to discuss issues of interest with an increasing sense of awareness of the working world around them. The good range of visitors in school who demonstrate their skills and talk about their work helps this process. Staff use praise effectively to enhance pupils' self-esteem. Pupils show sensitive respect for other people's feelings and opinions and there are good opportunities for them to explore other cultures and faiths. All pupils are encouraged to take responsibility for their work and for routine tasks around the school and in so doing they have developed a good level of independence. Pupils are encouraged to think about others in their own community and beyond, through the school's support of local and national charities.
16. The inspection evidence supports the view of the vast majority of parents who firmly believe that the fundamental and essential values promoted by the school are having a positive effect on their children's behaviour, their learning and their attitudes towards others.

25. Attendance

17. Attendance has remained satisfactory since the last inspection: current levels are 93%. Almost all authorised absences are because of childhood illness or infection. Very few are due to holidays during term time. Rigorous procedures for monitoring and promoting attendance are beginning to have an impact, as the latest figures show an improving picture. In the week of inspection, and in the week before it, the attendance of pupils was above that achieved nationally. Attendance registers are completed promptly with a high degree of accuracy and in accordance with statutory requirements. The unauthorised absences are promptly investigated and dealt with.
18. Pupils want to come to school but a few are consistently late. Staff are very aware of the problem, just as they are of parents who come late to collect their children at the end of the day. The school works exceptionally hard to convince parents of the need for punctuality at both of these times. Since the introduction of a late book, punctuality on both counts is beginning to improve. Sessions start promptly and staff ensure that pupils arriving late do not disrupt the lesson in progress.

27. QUALITY OF EDUCATION PROVIDED

27. Teaching

19. Overall, the quality of teaching in Key Stage 1 is good. It ranges from very good to satisfactory. The quality of teaching for children under five is sound overall: in the two reception classes it is good overall, while in the nursery it is sound but with a significant proportion of unsatisfactory teaching.
20. Although the quality of teaching is good overall, the progress that pupils make does not fully reflect this quality. While there *are* areas of the curriculum, for example in art, music and physical education, where pupils *do* make good progress, overall it is only satisfactory. There are reasons, three in particular, for this apparent discrepancy. Firstly, the newly appointed senior management team has set in motion a number of substantial changes that are judged to be in the best interests of the school. The restructured and streamlined curriculum, a new assessment structure, and the earlier identification and provision of support for those pupils with special educational needs, are all prominent examples. All have been wisely undertaken and appropriately tackled but, because of their relative newness, they have not yet manifested themselves fully in terms of raised attainment. Secondly, children *do* get off to an unnecessarily slow start in the nursery in language and literacy, mathematics and knowledge and understanding of the world and this has a negative impact on the standards that they ultimately attain at the end of the key stage. Finally, in most classrooms, although the literacy hour is satisfactorily implemented, too little attention is given to the development of specific reading skills. The unsatisfactory standards that result have a negative impact on pupils' progress in other subjects.
21. In the nursery, teaching is very good in music. Its quality in other areas is satisfactory overall. Of the nine sessions observed in addition to music, teaching was sound in six and unsatisfactory in three. The main weaknesses are inadequate planning, and a lack of both rigour and high expectation on a day-to-day basis in three key areas of the curriculum for children under five: language and literacy, mathematics and knowledge and understanding of the world. This means that children make a slower than necessary start to learning in these three areas. On the positive side, children do develop well personally and socially. The teacher and the nursery nurse deal sensitively and well with children. Together with well-established day-to day routines, these ensure that children settle quickly and are happy to come to school. Their physical and creative development is sound.
22. In the reception classes, all of the teaching observed of children under the age of five was at least satisfactory. Half was very good and three-quarters of the remainder, good. Hence, the quality of teaching in these classes is good overall and children make good progress. The teachers have a level of knowledge and understanding of pupils of this age which enables them to plan sessions well. Good management of pupils allows for time to be effectively used. There is also high quality support for pupils who do not yet speak English fluently or who have a special need. While teaching in these classrooms is good overall, there are three weaker elements. Teachers do not oversee a home-school reading system which works sufficiently well to help the children develop into young readers as rapidly as they should. Additionally, the potential for classroom reading opportunities to help children develop reading skills is not always fully exploited. Finally, sufficient attention is not always given to the quality of pupils' letter formation and handwriting.
23. In Key Stage 1, 60% of the teaching seen was at least good. In six lessons, two of which were music, it was very good. All of the remainder was satisfactory. Again, the teachers have a good understanding of the needs of infant learners. They plan their lessons well on the whole although there are some occasions when an activity is mistakenly perceived as a learning objective for a lesson. The result is, that although the activity is entirely appropriate for the pupils, the quality of their learning is not always assessed effectively by some teachers in the closing session of the lesson. This is because, while these teachers are entirely clear about what the pupils should have *done*, they are less clear about what they should have *learned* as a result of doing it.
24. All teachers have high expectations of behaviour. Pupils understand these expectations and so they remain attentive throughout lessons, even when required to sit and listen to their teacher for a considerable length of time. In most lessons there is an appropriate expectation of work-rate in terms of the quantity of work which pupils contribute. This applies equally to written and oral contribution. Less satisfactory however, is the quality of that work when it is written. Teachers remind pupils too infrequently about their handwriting in particular and the presentation of their work in general. The impact of this is not only an unsatisfactory standard of handwriting throughout the key stage, but a failure to develop in pupils the pride in their work which could easily follow from the high quality learning environment which teachers establish so well.

25. There are occasions when teachers make good use of homework to reinforce what pupils have learned. This is done on an informal basis: teachers suggest to pupils exciting ways in which they could continue their school work at home. This happens in a variety of subjects. However, the homework system which the school has adopted on a more formal basis – home-school reading – does not work well enough. While the school has worked hard to provide parents with all the information and skill they need to make an effective contribution to their child’s reading progress, the results do not match the potential. This unfulfilled potential is one factor which contributes to the current unsatisfactory standards in reading.
26. Pupils for whom English is an additional language and pupils with special needs are usually supported well by their teachers, all of whom have a good understanding of how to provide for the needs of all pupils. There are some occasions however, when this is not the case. The entire content of a history lesson, for example, went completely over the head of a Year 2 pupil, even though there was adult support, unused in the classroom. The support assistants give good support to children with English as an additional language.

35. **The curriculum and assessment**

Curriculum

27. The school has made satisfactory improvements to the curriculum since the previous inspection, and there are several good features. The issues identified in the previous inspection that related to the curriculum have been addressed by strengthening subject leadership. The co-ordinator role has been clarified and the school's management has made suitable provision for teachers to carry out their responsibilities. Most tasks now provide appropriate levels of challenge since teachers plan in year groups and weekly planning is monitored for quality by the headteacher.
28. The school has adopted or adapted national guidelines for all subjects, linking them to the school's existing schemes of work, so that there are now comprehensive programmes of study for all subjects. The planned curriculum has good subject coverage, and provides a broad, balanced and relevant range of experiences for the pupils. However, some of the national guidance has only recently been adopted so that the implementation in the classrooms is at an early stage. This applies particularly to the numeracy materials, and also to design technology, and to information technology. The schemes of work for science, art and music provide good structure and progression, while those for English and history are fully implemented. The subject schemes of work provide continuity and progression. They support coverage of all the aspects with suitable repetition, and promote the pupils' progress satisfactorily.
29. The deputy headteacher has a very good understanding of curriculum structure and is aware of the current shortcomings. She has established good procedures to monitor and support subject planning and delivery. The school has good arrangements to develop all subjects through action plans that set out priorities well and are overseen by the curriculum co-ordinator. The governing body takes an active role in approving policies and schemes of work. Members of the curriculum committee are well informed on issues through their focused visits and presentations by staff.
30. The long-term curriculum for the children under five is good – albeit with weaker elements in some nursery planning - and leads to them making satisfactory progress overall and a smooth transfer to Key Stage 1. The curriculum in Key Stage 1 meets statutory requirements in all subjects. The school has made sensible adjustments during the present increased focus on literacy and numeracy that ensure good breadth and balance across the curriculum. The mixture of subject specific tasks and topic-related activities has a positive impact on pupils' attainment. The tasks encourage a rounded development of the pupils across the moral, mental and physical dimensions. Each subject receives sufficient curriculum time in line with national guidance.
31. The school has a comprehensive set of aims that are reflected through classroom activities at most times. The teachers' shared planning results in a good choice of tasks that are relevant to the pupils' needs and support their attainment. Medium-term planning demonstrates a growing coherence in the school's curriculum. Short-term planning often has insufficient clarity about what the pupils are to learn. There

is good provision for the arts, supporting good quality art work through the school.

32. The school makes careful and effective provision for pupils' personal and social education, including health, sex and drugs education. From all adults in the school, the children receive consistent support to help them learn consideration and respect for each other.
33. The teachers and all the classroom assistants provide good equality of access and opportunity through active classroom management. Most lessons provide tasks that challenge pupils in line with their attainment, but on a few occasions they are not sufficiently extended.
34. There is good provision for pupils with special educational needs. The headteacher and the special needs co-ordinator are very thorough in carrying out all the assessments and reviews. All the pupils on the register of special educational needs have an education plan with clear targets and the school fully meets the requirements of the Code of Practice. The support staff ensure that children take a full part and make good progress. For example, two lap-top computers are used to provide interesting tasks that reinforce and extend the pupils' skills well. The school currently makes only a little provision for extra-curricular activities, including sport. The curriculum for pupils for whom English is an additional language is full and adapted to their needs. The focused support for them is very effective in helping them to take part in classroom activity. On the few occasions when adult help is not available, other pupils are pleased to help.

Assessment

35. Assessment is a priority in the current school development plan and the school is working hard on refinements and improvements to the assessment procedures in place at the time of the last inspection. Base-line assessments of the children under five, provide helpful information of children's attainments. They are used satisfactorily by the teacher in making choices of tasks, and to make a smooth transfer to the work of Key Stage 1. The assessment co-ordinator has a very good understanding of assessment methods and school needs. She has begun to introduce procedures that are intended to be diagnostic and to provide helpful information that aids planning and teaching. The thorough design of the new record keeping system is intended to inform curriculum planning and target setting. The school assessment and marking policies give suitable guidance on the purposes and procedures for assessing pupils' attainment.
36. Teachers annotate samples of pupils' work that help to evaluate progress over time, although they are only just beginning to moderate their judgements with colleagues. Marking is generally thorough, with comments that give praise, but there are few comments on areas for improvement. Much of the work of younger children is marked in their presence, so that written comment is brief. The assessments of pupils' work that teachers make are used effectively to plan further teaching and learning.
37. The school makes a very thorough analysis of pupils' performances in the national tests. Assessment information is used well to set targets for individuals that are shared with them and their parents. The information is also beginning to be used to inform decisions on setting school targets for performance in national tests and this process is helping to raise standards by raising expectations.
38. The staff deployed to teach pupils who are learning English as an additional language and for those with special educational needs make careful observations of those children. Their good understanding of the pupils contributes effectively to maintaining records and monitoring progress. Their observations are used well in planning future learning needs.

47. Pupils' spiritual, moral, social and cultural development

39. The provision for the spiritual, moral, social and cultural development of pupils is very good and a strength of the school. This is because the school gives high priority to these aspects and has built upon the provision of four years ago when it was judged to be sound. The school successfully draws on the various strengths of parents and governors to support the teaching linked with diverse religious beliefs and cultures. This provides a rich experience for pupils.
40. In the nursery and reception classes the warm welcoming ethos gives children under five a sense of belonging. Opportunities are provided for children to express their feelings and to value the views of others. Good relationships are fostered through stories, games and sharing activities and pupils are taught the difference between right and wrong. In the reception classes the good organisation and firm but positive management of pupils promotes good behaviour and attitudes.
41. Spiritual development is promoted successfully in the daily acts of collective worship. The whole school assemblies are uplifting experiences because they are carefully planned with clear objectives. During the week of inspection, songs were well chosen to reflect the topic of colour and light and the celebration of Diwali. Care was taken to enable pupils to reflect on the meaning of Diwali and the importance of letting their inner light shine with goodness. When singing the hymn of prayer for peace in the world, pupils were encouraged to reflect on the words and use expression and appropriate feeling. They did so, prayerfully. The class assembly attended by some forty parents, enabled pupils to demonstrate the meaning of Diwali. Pupils' spirituality was enhanced by the use of dance, diya candles, costumes and pupils' pictures. The whole school was enthralled. In religious education lessons similar experiences are provided when pupils learn about other world religions and festivals. In other areas of the curriculum, the inspectors observed many moments when pupils have experiences which enable them to have a sense of wonder. Examples include the role play of the teacher in the part of the lighthouse keeper when pupils experienced a sense of magic. Pupils reflect on the beauty and the wonder of the world as they study

night and day, the changing colours of Autumn and they are fascinated by their investigations about mini-beasts.

42. The school places considerable emphasis on maintaining high moral standards. The structured personal and social policy supports the content but the teaching methods have been taken over recently by the development of circle time. The guidance for pupils is promoted from an early age through stories and discussions which help them to make informed decisions and choices in the classroom and in the playground. Pupils, including those with particular difficulties or needs are made aware of the importance of treating other people and their property with respect and how to care for each other. They are taught to understand both the meaning of bullying and the fact that it will not be tolerated in the school. The moral code of the school underlines the importance of all members of the school community being equal. The staff guide pupils well and are very good role models for them to follow. They speak to pupils respectfully and value their comments.
43. The provision for pupils' social development is very good and this is illustrated by the happy and co-operative way in which pupils work together, share resources and play in racial harmony. Teachers establish a calm working atmosphere in lessons and ensure orderly movement around the school. The recent intensive staff training in positive behaviour management has been effective in developing the skills of staff. The uniformity of expectation by staff is very clear to see and enables pupils to sustain good standards of behaviour, develop good learning attitudes and build effective relationships. Reward systems are used consistently by staff. A unique aspect is that all pupils start each day afresh on the excellent pupils' board and their name only comes off if behaviour or attitudes are inappropriate. Pupils are eager to accept responsibility to become the leader for the day or to be a helping monitor in the playground. The visits outside school provide valuable opportunities for pupils to learn to be tolerant of others and to develop responsibility for themselves.
44. The curriculum successfully promotes pupils' awareness of their locality and culture. Music is a strength in the school with twenty Year 2 pupils learning to play the violin and all pupils developing a knowledge of playing percussion instruments. They listen to the music of famous composers regularly. The school takes advantage of parental expertise as well as the local authority music specialists in order to provide regular performances of live music. In assemblies, pupils listen to music of many cultures. In art, pupils learn to appreciate the work of artists, also from a range of different cultures. The Art Week, organised by the parents and school motivates pupils to create in a variety of media and learn from skilled artists. The ambitious programme for this year includes the performing arts. School performances are a popular feature of the school calendar. Experience of a breadth of literature is gained through reading stories, myths and legends and the love of books is fostered. The religious education programme and assemblies give pupils an insight into the different world faiths and their understanding is supported by the school's good use of the rich cultural diversity within its community.

53. **Support, guidance and pupils' welfare**

54. The overall provision made for the support, guidance and welfare of pupils is good and makes a significant contribution to the ethos of the school. Opportunities for the informal support of pupils and their families are very good due to the approachability of the headteacher and staff. Parents are confident that staff are caring and responsive to their children's welfare needs, and that they recognise their children's individual strengths and weaknesses. This was noted as a positive feature of the school in its last inspection.
- 54.
55. Teachers get to know their pupils well through their day-to-day contact with them and through the results of the tests that the pupils are given to ascertain their academic progress. Early identification is made of children who may need additional support with their learning. The support given is effective and is valued by parents. Good procedures are in place to monitor the progress of those pupils for whom English is an additional language. However, teachers have yet to make full use of all the information they gather to monitor and plan the progress of individual pupils - or that of the school as a whole - in reading, handwriting and presentation of work.
- 55.
56. There are good procedures in place for monitoring the pupils' personal development and promoting their discipline and good behaviour. Personal development is carefully monitored and supported by the good relationships that exist between pupils, teachers and parents. The school prides itself on its diversity of cultures and celebrates them positively. It values contributions from everyone, regardless of ability, gender, background or ethnicity. Considerable emphasis is placed on furthering the pupils' social development and skills. Teacher intervention at appropriate points in lessons and assemblies makes a significant contribution to raising pupils' self-esteem by making them aware of their individual achievements. Regular time is set aside in each class for pupils to discuss their feelings and consider other people's points of view. Further support is targeted according to the needs of individual pupils. For example, the welfare assistant works regularly with small groups of pupils, nurturing their self-esteem and helping them to listen and respond positively to the instructions they are given in school.
45. The school calmly and confidently operates a clear framework of rules in which it successfully manages the behaviour of its pupils. The policy for promoting good behaviour is well known by all those connected with the school and skilfully reinforced by staff. This ensures that incidents such as bullying and harassment, should they occur, are dealt with effectively and consistently. Good records are kept by the headteacher on incidents of unacceptable behaviour displayed by pupils. Effective use is made of these records to monitor and to eliminate the possible recurrence of such conduct. Teachers make good use of class time, circle time and assemblies to support and guide pupils into behaving in a responsible manner. The support given to individual pupils who lack confidence and self-motivation helps lessen the possibility of future disruptive behaviour in school and possible truancy.
46. Procedures for monitoring pupils' attendance and punctuality are very good. Staff and governors have worked hard to promote the importance of regular and prompt attendance in school. Accurate register entries and a separate record of late arrivals help teachers and governors to form a clear picture of attendance patterns throughout the school and to monitor and follow up concerns as they emerge. The school makes good use of this information to dissuade parents from taking their children on holiday during term time. Good use is also made of the education welfare services where families have particular problems in getting their children to school.
47. The school meets the legal requirements for health and safety issues through the policy it has in place and the regular risk assessments made of the site and buildings. Sufficient emphasis is given to eliminating and controlling potential risks to the health, safety and security of school users. Regular fire drills take place and there are good procedures to accurately record all those on the premises at any one time. Procedures for administering first aid are very good. Detailed records are kept of accidents and injuries involving pupils, and the subsequent contact made with parents. At least three members of staff hold recognised first aid qualifications. All staff have a sound knowledge of the procedures relating to child protection issues, but certain key members of staff have not had specific training to raise their awareness of the associated signs and symptoms.

59. Partnership with parents and the community

48. There are very good links between school, its parents and the local community. Parents appreciate the opportunities they have to become involved in their children's learning. The school makes very effective use of the skills and talents of its parents. Parents give enthusiastic support to school events and are ardent fund-raisers. An annual Art Week set up since the last inspection has been remarkably successful in communicating the value and diversity of arts to pupils, parents, governors, staff and the local community.
49. The quality of written and verbal communications provided by the school is good. Meetings prior to school entry are felt by parents to be reassuring and informative. Parents receive regular newsletters giving detailed information about organisation and events in school. The school provides access to translations where necessary, recognising the different needs of communities when presenting information to parents by using clear and accessible English in its written communications. The annual reports to parents on their child's progress meet the statutory requirements, contain satisfactory information about attainment and progress and good information on the pupil's personal and social development. However, there are few specific targets telling parents what their child needs to do to improve their current rate of academic progress. There are regular opportunities for the parents of children with special educational needs to be involved in setting and reviewing the targets which have been set for their children. Parents find the information that they gain through parent / teacher consultation sessions helpful in judging the attainment of their child. They also appreciate the verbal information they receive on their child's progress during informal chats with the class teacher when collecting from or delivering their child to school.
50. Some important information has been omitted from the governors' annual report to parents. A report on the progress made on the issues identified since the last inspection is a significant error. There is no information on the school's facilities and arrangements for the admission of pupils with disabilities. The school prospectus is used as a convenient point of reference for new and existing parents. It includes all the information that must be given with the exception of the right of parents to withdraw their child from religious education and the alternative provision for those pupils.
51. The school has maintained an extremely supportive band of parents and governors identified in the last inspection as making an effective contribution to the life of the school. The school consults parents on their views and listens to their suggestions, giving the parents the confidence to discuss any matters of concern with staff or governors. Most parents give good support to their children's education, both at home and school but there is a significant minority who do not provide support consistently, particularly in hearing their child read. Reading diaries have yet to be used fully by both parents and teachers. Open evenings, meetings explaining the teaching of numeracy and literacy, school concerts and a week of focused arts activities attract a very high level of parental interest, expertise and support. A well-run parents' and staff association arranges social and fund-raising events, maintaining the interest of parents and friends of the school. The headteacher works closely with members of a working party set up to improve the facilities available to pupils in the playground. She uses the group as a consultative body as well as a route towards fund-raising for developments in this area. A considerable sum of money has been raised and much has already been spent on specific priorities agreed with the staff. The support given by many parents has a positive impact on the pupils' attitudes to work and their progress in lessons.
52. Links with the community are very good. The school interacts very well with individuals and organisations in the locality and their involvement in many aspects of school life is actively encouraged and demonstrated. The range of learning experiences available to pupils through visits locally and visitors has improved since the last inspection. Good use is made of visits to museums, parks and local places of interest to enhance and add interest to lessons. Good work experience students from local colleges are valued for the support they give in classes. Pupils enjoy visits linked with topics of study, from a range of organisations and individuals including visiting theatre groups, puppeteers, artists, sculptors and musicians. These and other opportunities such as the pupils' participation in fund-raising events, charity appeals, music and drama productions and a variety of focused art and craft activities,

help pupils to appreciate the value of arts in the community. Parents have very successfully involved the local business community in their fund-raising ventures. Links with public services such as the police, health and fire, provide pupils with advice on personal security and health and safety matters.

53. Strong links with the junior school include joint staff training and the sharing of staff expertise and systems to provide continuity in the curriculum across the two schools. These links are of benefit to the pupils in helping them to adjust to the next stage of their education. A charitable trust operates on behalf of both schools and provides generously towards additional learning resources such as computers.

65. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

65. Leadership and management

54. The headteacher, senior management team and governing body provide good quality, strong and positive leadership. They manage the school well. Through caring and conscientious leadership, the headteacher, who has been in post for a year, provides very clear educational direction and vision for the work of the school. This vision is shared by both the new deputy headteacher who, in the few months since her appointment, has made a significant and positive impact on the work of the school and by the third member of the senior management team. Their joint contribution has been very effective, particularly in the development of the curriculum. The governing body works hard and successfully to discharge its responsibilities. From both the senior management team of the school and the governing body, there is a strong and active commitment to consultation and delegation. As a result, the whole school is moving forward with a very obvious shared sense of commitment.

55. There has been good progress in addressing the key issues from the previous inspection: provide more learning opportunities which probe pupils' knowledge and understanding and challenge their thinking:
 There are adequate opportunities to probe pupils' knowledge and understanding and to challenge their thinking. In religious education, for example, Year 2 pupils are encouraged to appreciate the link between goodness and the symbol of light as they learn about Diwali. In Year 1, pupils consider whether "shiny" is a quality that you can feel in materials as well as see and in Science in Year 2 pupils are challenged to *explain* why a certain arrangement of battery, wire and bulb will light the bulb while others will not.
maintain the ethos and direction of the school:
 The previous report described the ethos of the school as 'good' and the direction as 'supporting purposeful learning'. Ethos remains good and, under the leadership of the new headteacher, there is a very clear sense of educational direction which is visibly supported by the full governing body, the teaching and the non-teaching staff of the school and the parents. The establishment of very good working relationships which has been a major focus for the headteacher since her appointment a year ago has been achieved with great success and will underpin planned future developments.
strengthen leadership in curriculum subjects:
 Curriculum co-ordinators are actively involved in leading developments in their subject. They produce action plans which, in turn, feed into the school development plan. They have a clear view of ways in which standards can be raised and have used the time made available to them to work towards these ends. For example, they ensure that staff have full access to the resources that they need, they improve expertise through providing training for the full staff and, on an individual basis, teach demonstration lessons in classes where they feel it will be helpful. Some staff look at the quality of teaching in their subject and there are plans to extend this practice when teachers have the necessary expertise.
improve pupil punctuality
 The school has worked hard to improve punctuality and, although not entirely successful, has put in place all feasible measures. Lateness does not have any significant impact on the progress which pupils make or the standards they achieve.
56. Support for teaching and curriculum development is good. The headteacher and her deputy work in close partnership and their complementary skills are currently being used successfully to oversee the streamlining of curriculum planning and the establishment of a new and improved assessment system for the school. Teachers' weekly plans are evaluated and advice is given. Pupils' work is monitored and senior staff take part in classroom observations and monitoring of teaching and learning. They review school developments and monitor progress against the school development plan on a regular basis. There are some occasions where this review of action taken does not fully evaluate the *final* outcome of the action – the impact on the standards which pupils achieve. For example, the school has done some excellent work with parents in showing them how they can best help their children to develop reading skills. Clearly, the work with parents is, in itself, not a guarantee of better standards. The school needs additional information to judge its level of success. The management of pupils with special educational needs is good.
57. Development planning is good. The work of the school is planned in a realistic yet comprehensive school development plan. As major initiatives, it includes the implementation of the national numeracy strategy, streamlining curriculum planning, establishing new assessment procedures and developing the outside play areas, particularly that of the nursery. There are very good strategies for all staff and governors to be involved in the formulation of the document. Action plans for each curriculum area are well constructed. The plan is on schedule and there is currently some limited evidence that it is proving effective in raising standards. There is an effective link made between in-service courses and school priorities and an annual professional development interview for all teaching and non-teaching staff also addresses the individual professional needs of those who work in the school.
58. The headteacher works closely and effectively with the governing body to keep them well-informed. Governors are actively involved in the life of the school and use their expertise and strengths to help the school pursue its goals. For example, the governing body has been instrumental in the acquisition of computers and associated equipment, in the planning and completion of the outside play area for the nursery and the new fencing which surrounds it and in the very successful Art Week which is becoming a valuable annual event at Malorees. The chair of governors visits regularly to meet with the headteacher. The role of the governing body has been extended since the last inspection when their

support and leadership were judged to be 'appropriate'. Governors fulfil all statutory requirements of their role.

59. There is a good ethos in school. This is reflected in the way that pupils are managed and pupils' good attitudes towards their work. The needs of all pupils, particularly those with special educational needs or those for whom English is an additional language, are carefully and genuinely considered. Values are clearly shared by the headteacher, governing body, staff and parents and demonstrated both through very good relationships and a commitment to work together towards shared aims. Parents' questionnaires and responses at the parents' meeting indicate strong support for the school. There is a determination to raise standards and some evidence that this is beginning to happen.

71. **Staffing, accommodation and learning resources**

60. Staffing arrangements are good. The school is fully staffed by, and benefits from, experienced teachers. Although none of the full time teachers has been at the school for more than four years, and some have joined the staff very recently, there is a clear vision and sense of direction that is shared by all. The teachers are effective and have a secure knowledge of the curriculum. The provision of part time, specialist teachers for music, special educational needs, English as an additional language and support to numeracy and literacy is a positive feature from which, to varying degrees depending on their need, all pupils benefit. Support staff are experienced and the school offers additional and appropriate training to enable them to function well in school.

61. Arrangements for the professional development of staff are good. Support for induction is good and recent training on literacy and numeracy has been effective. The individual expertise of staff is used well, notably in demonstration lessons. Additionally the school actively seeks support from the advisory service, tailor made to its specific needs, for example in the nursery.

62. The accommodation is adequate to allow the curriculum to be taught effectively. Although classrooms are quite small, the school has spent wisely on new chairs and blinds to make them brighter and more attractive learning areas. Improvements to the outside play area attached to the nursery have made a very positive difference to the opportunities for children to develop their physical skills. The school shares an orchard with the adjoining junior school and together with parents, both schools work hard to create an environment which can be used to help pupils learn. The library is bright, attractive, regularly used and makes a positive contribution to pupils' learning.

63. Resources are adequate overall. . There are no areas in which resources are inadequate and there are a number of areas in which they are good. There is a good range of big books and group reading books in English, good resources in information technology (although their full use is currently being developed), a good range of construction kit materials for design and technology and good resources for physical education, further enhanced because the junior school shares some of its equipment.

75. **The efficiency of the school**

64. The headteacher and governing body have made good improvements to the efficient running of the school since the previous inspection. The school's financial planning is very good. The governing body has a very good understanding of financial procedures and has achieved substantial improvements to the building and facilities. For example, the recent investment in ICT has resulted in high quality provision that is enhancing pupils' experience and attainment. The school has been largely successful in meeting the aim of providing high quality experiences for the pupils. The headteacher and governing body work from clear principles about appointing high quality staff in order to provide rich experiences for pupils and to raise standards. The school has therefore turned to private investment, which is managed very well, for ICT and renewal of furniture. The headteacher and governors' finance committee set a budget based on shared priorities that are identified through focused visits and a careful audit of need. The governing body has effective oversight of the finances and budget through regular monitoring of spending patterns, particularly any variance from that planned. It fulfils its strategic responsibility fully

for planning the overall use of resources.

65. The school has made satisfactory improvements to the provision and quality of resources and facilities since the previous inspection. The use of teachers is very good and has a positive impact on pupils' attainment. The teachers carrying additional responsibility allowances are deployed very well to promote improvements, for example for the curriculum, assessment and in monitoring the quality of provision. The deployment of all the support staff is very good, and they have a significant effect on pupils' progress. The work of the school is managed efficiently so that all pupils have equal opportunities to make progress. Earmarked funds for staff training and for pupils with special educational needs are used effectively. Subject co-ordinators purchase resources and are accountable for their budgets. They are also beginning to monitor provision in their subjects through sampling pupils' work and visiting other classes.
66. The use of learning resources and accommodation is good. The classrooms provide attractive spaces with quite good facilities, although the shape around the sink area is awkward to manage. The school has made a substantial investment in information technology resources that are beginning to be used across the curriculum. There are firm plans to improve the playground to provide a safe and imaginative play environment. The school has identified building improvements to the pupils' toilets as the next priority, and is actively identifying sources of funding.
67. Day-to-day financial control and administration are very good. With good humour, the school secretary has established clear procedures and routines that ensure the smooth running of the school. The school implemented the recommendations of the latest auditor's report. Access levels to finance systems are appropriate and there are agreed levels of delegation. In a prudent arrangement, the school buys in the services of a finance manager from the local education authority for advice and direction.
68. Pupils' attainment on entry to the school is average, and the area that the school serves has average socio-economic circumstances. The expenditure per pupil is average for London boroughs. Pupils leave the school with attainment that is broadly in line with the national average. Pupils receive good teaching, and their attitudes to work are good. Pupils make sound progress during their time in the school. Taking account of these factors, the school provides satisfactory value for money.

80. PART B: CURRICULUM AREAS AND SUBJECTS

80. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. The previous inspection found standards in the early years, that is the nursery and reception classes, to be satisfactory overall, but identified a need for improvement in the aesthetic and creative areas of learning. These weaknesses included insufficient opportunities for imaginative play and a lack of adult intervention in children's learning. Further, the report stated that a significant number of pupils did not relate well to adults, they often engaged in solitary play and they did not make appropriate or creative use of the indoor and outdoor play areas. The school has taken steps to address these areas and now the provision is good in the reception classes. While it has improved in the nursery, there are weaknesses in the teaching and provision which, in some areas, continue to hinder the development and rate of progress made by the children overall.
70. The nursery provides 40 part time places and is staffed by a teacher and nursery nurse. The two reception classes each have 30 children and the teachers are supported by classroom assistants for most of the day. A significant number of the reception children have attended the nursery or a play group before joining the school. Children enter the nursery in the September after their third birthday with a range of experiences, but overall, attainment on entry is average when compared nationally. This is borne out by the assessments carried out by the school. The ratio of children with special educational needs and those for whom English is an additional language, is similar to the rest of the school. The children attend for part time only and in the September after their fourth birthday, they transfer to the reception classes to attend full time. All children are assessed on entry to the reception classes and this provides the teachers with a base-line for planning work and continued assessment of progress.
71. Progress through the nursery and reception year is satisfactory overall, but the rate of progress is more rapid in the reception classes because the teaching there is more effective. In the nursery, progress in personal and social development is good and in physical development and creative development, generally satisfactory. In language and literacy, mathematics and knowledge and understanding of the world, children progress too slowly. By the time they are five, the majority of children in the reception classes are generally meeting the expected Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world and physical development. A significant number exceed what is expected in personal and social development and creative development.

83. Personal and social development

72. The progress made in personal and social development is good because the staff have effective skills in developing relationships and motivating children to participate. Furthermore the school has given priority to this area and provided staff with quite intensive training in the positive management of children and the development of children's personal and social skills. In the nursery, many children come in shy and spend much time in solitary play. Sometimes their limited English prevents them from talking with others. The nursery is warm and welcoming and staff are encouraging with these children so that they quickly feel secure. Many of them are now talking happily to each other as they engage in activities and some are co-operating as they play in the imaginative play areas. Children are becoming used to whole group times and are generally eager to contribute to the discussions. They concentrate for extended periods of time and they are good at taking turns and sharing resources. Their behaviour is good and they respond to instructions well. In the reception classes children quickly become used to the routines of the school and they attend assemblies and meal times and move about the school with confidence. They are developing good attitudes to their work because the staff have high expectations of perseverance and concentration. They are good at managing their resources and clearing away at the end of lessons. They respond well to whole class teaching and there is little interruption or calling out when the teachers, even when they are bursting to answer questions.
73. Children's behaviour is good because staff are consistent in their approach and have high expectations of children's response. They are aware of the class rules and take pride in attaining merit points. In circle times they express their ideas and are gaining confidence in speaking to the whole class. They are

often excited by their work and eagerly settle to tasks. They play together well in the imaginative play areas and co-operate successfully when constructing or using the activity mats with cars and small world resources. They manage their belongings appropriately when changing for physical education and most can undress and dress themselves without much help. Overall, the children in reception are happy learners, confident and eager to achieve and a significant number are exceeding the Desirable Learning Outcomes by the time they are five. The teaching of this aspect is good. Teachers ensure that they provide opportunities for children to develop confidence, express their views, make choices and learn to co-operate successfully with others. Relationships are good.

85.

85.

literacy

Language and

74. In language and literacy, standards are broadly in line with what is expected for the age group and the majority are reaching the Desirable Outcomes by the time they are five. However, there is a significant number of children who could be attaining more. In the nursery, children learn how to use books and know that print carries meaning. They have knowledge of a range of stories and rhymes because they listen to these on a daily basis. A few children know some names and shapes of letters. There are some examples of children making marks that represent early writing. However, in reading and writing, progress is not fast enough, partly because too few activities are planned each week and partly because within activities, expectations are too low. Sometimes, children sit by choice at the writing table but this is not encouraged on a daily basis. Once weekly a writing activity is planned but during the week of the inspection, the activity of drawing, 'What do I see?' did not provide opportunities for the children to learn any writing or reading skills. While story times are made interesting, all the children listen to one adult. This does not provide opportunity for many children to have a close view of the book or to be involved in answering questions. There are no opportunities for small group story reading. Sometimes, an adult reads to a child individually, but this does not happen often enough. The staff are aware of the importance of talk and generally engage in conversations when supporting activities. This is usually encouraging and much praise is given but, too often, the questions posed only require a 'yes; or 'no' answer and many children respond with a nod or shake of the head. Children learn to listen well when there is whole class story time and they are gaining confidence in responding to questions. A good example of this was the response to 'The Brown Bear.'

75. Overall, the teaching of language and literacy in the nursery provides too little challenge for the children. Consequently, they make too little progress. In the reception classes there is daily provision for the development of literacy skills and stories at the end of the day. This is in addition to frequent opportunities for the development of language in other areas of the curriculum. The teaching is effective because it is well planned with clear outcomes for learning. Children make at least satisfactory and often good progress. They confidently answer questions and many express their views quite well by the time they are five. They listen well to explanations and instructions and become accustomed to listen to each other. When working in groups or pairs there is a significant amount of interaction and talk. When playing picture lotto, the teacher ensured that children described their picture - as well as matching it - in order to promote confidence when speaking. Reading skills are developing slowly through the use of the literacy hour, reading together familiar stories, working at initial letter sounds and learning common words. Children know a good range of stories and rhymes and when reading their early readers, they use the pictures well to tell the story. A few are using their knowledge of first letter sounds to guess words. By the age of five most can write their name. They understand that stories follow a sequence as illustrated by the little books they made with pictures of the events in order. A few children are writing a short sentence with strong support from the teacher. Generally, the children find this very difficult because they do not have sufficiently well-developed reading skills. Their letters are not well formed and many have awkward pencil holds. There is limited evidence of children's own emergent writing on their drawings. Potentially, the higher attaining children could be reading and writing at a better standard, although overall, through the nursery and reception classes, satisfactory progress has been made.

87. Mathematics

76. In the nursery, children don't make enough progress in mathematics because there are insufficient planned activities during the week to extend their knowledge of number, shape and measurement and because too little is expected of them. Children are learning to count and a few can recognise numbers to five. Good use is made of number rhymes to reinforce this knowledge. When working with water, children enjoy pouring and filling various containers but the activities lack purpose and staff do not extend children's vocabulary; for example, full, half full, more or less. Similarly, they are not encouraged to predict which of the different shaped containers holds the most or least. Therefore, with no objective for the activity, the play is not extended. In the reception classes children are making rapid progress with all aspects of the subject and by the time they are five children are meeting the Desirable Learning Outcomes and a few are exceeding them in number. The daily activities, carefully planned to build on previous learning, are good fun and children approach their work eagerly. They count to twenty, have a sound understanding of numbers to ten and can put them in order on paper. When working orally, they are learning to add on one or take one away from six and realise that zero means nothing. They have a sound knowledge of common geometrical shapes and are gaining further knowledge through the use of puzzles, construction resources and number matching games. They are learning to put sets in order and make simple repeating patterns. Teaching ensures that children are learning appropriate language, for example using the terms subtraction and addition. Tasks are suitably matched to the differing abilities and the staff ensure that children are supported so that they make the progress intended.

Knowledge and understanding of the world.

77. By the time they are five children are generally meeting the Desirable Learning Outcomes, because the breadth of learning is good in the reception classes. In the nursery, although activities are provided which cover this aspect of the curriculum, they are usually not sufficiently well planned and lack purposeful objectives. Additionally, the teaching does not ensure that children make progress. Few children engage in computer activity and skills are not taught in a planned way. In reception children are becoming confident with the use of the mouse and can access the program by using the icons. The topic for all three classes this term is colour and light and the nursery has a delightful display of artefacts and books about Diwali as well as an attractive science area with coloured plastic squares and kaleidoscopes for viewing coloured patterns and noticing colour changes. The display of Autumn leaves, colours, cones and conkers shows the variable shades of brown and supports teaching about the changes in the seasons. Children have gained some knowledge of the meaning of Diwali and the use of divas. They know the names of most colours and know that when powder colour is mixed with water its consistency changes. Overall, the wealth of opportunities possible with the topic are missed because activities are not sufficiently well planned with a *purpose* in mind and the teaching is at a superficial level. Children build on their knowledge of the world in the reception classes, learning the secondary colours, gaining knowledge about themselves, the names of parts of their bodies and the way in which they have developed since birth. They learn about the passage of time through the history of their close family. Early geography enables them to learn about the seasons and a plan of the school. In science, they are learning about the need for light in order to be able to see and the changes that occur when shadows block out the light. They draw pictures of the things they do at night. Children have good skills in using materials to design and make successfully. They manage glue and scissors with confidence. They enjoy using construction sets and are imaginative with their play. The teaching in the reception classes is generally good, stimulating children's interest and developing appropriate skills.

development

78. Physical development is fostered through sound teaching in a variety of indoor and outdoor activities. Most children make satisfactory progress and the majority meet the expected Desirable Learning Outcomes by the age of five. In the nursery children become confident with scissors, paint brushes and pencils and use them safely. There are a significant number who do not hold pencils correctly. They manipulate materials and join construction resources together with considerable dexterity. During outdoor play in the nursery, they play safely using the apparatus to climb, and jump with confidence. Too frequently, however, teachers do not teach, they merely supervise. This does not extend the children's skills. The weekly indoor lesson is used well to familiarise children with a large space, and develop their ability to move and stop according to instructions. In the reception classes children make good progress with body control as they balance, jump, stretch, curl and run. This is because the well-prepared balancing apparatus, soft play materials and bicycles are set out with specific learning in mind and the teaching ensures that children build on their skills. Good use is made of demonstration and there are high expectations of concentration and effort.

90. Creative development

79. The teaching in this area is good and often very good with result that children make good progress and a significant number exceed the Desirable Learning Outcomes, particularly musically. Music is taught each week by a subject specialist. Nursery children develop a good sense of pitch through singing well-planned songs, a sense of pulse through action songs and knowledge of loud soft, fast and slow. They enjoy the challenge of the work and are very attentive. The work links well with their topic as they sing 'The place where the rainbow comes down', 'Who's wearing blue?' and 'Ten little fishermen.' Reception children learn different ways of playing untuned percussion instruments, and make good progress in composing simple lines using colours as the cues. For example they quickly grasp that blue represents ringing and play the appropriate instrument. They sing well and are becoming good at leaving their instruments alone when not playing. They achieve much during lessons because the pace is brisk and the teacher has high expectations of self-control and participation. In art lessons, children have a wide range of experiences as well as the opportunity to paint and express themselves freely. By the time they are five their drawings of themselves have a sense of form and details show that they are developing observational skills. They mix and manage paint with a good degree of control. When modelling with play dough, nursery children are adept at making fruits and things to eat in the home corner. Reception children are learning the properties of clay, how to mould it and how water makes it softer and easier to join together. In the imaginative play areas, children have good opportunities to create and use their own ideas. Many children enjoy the theme of entertaining. They prepare food and set the table for their friends. Some more mature boys used construction materials as vehicles and set up complex road systems.

80. The long-term curriculum for the children under five is good, providing a range of topics that enable all aspects of learning to be covered. They are appropriate in content for the age group. The policy for early years development is a useful document which supports the school's philosophy for the teaching and learning of children under five. The co-ordinator has sound knowledge of the subject and ensures that resourcing is good. The teaching for pupils with special educational needs is generally good and children make good progress. The teaching of children for whom English is an additional language is often good, because explanations are made very clear and resources are effectively used to clarify vocabulary. The teaching in the nursery ensures that there is a calm working atmosphere and that children know the rules and feel secure. Children are praised and encouraged but, too often, there is a limited sense of urgency to achieve and insufficient challenge to extend children's thinking and skills. Assessments are noted - comments made by children or skills performed - but these are not used to plan progressive tasks for the next day. In the reception classes, time and resources are used effectively, including the classroom assistants and parents when available. The pace of lessons is brisk and there is a good balance of teacher directed work and opportunities for children to choose activities and work independently. Lessons are carefully planned with clear outcomes for learning. Expectations of behaviour, attitudes and effort are high. The school's policy for positive behaviour management is being successfully implemented.

92. ENGLISH, MATHEMATICS AND SCIENCE

92. English

81. The previous inspection report stated that standards were in line with national expectations for reading and writing and that many pupils demonstrate higher than average achievement in speaking and listening. Overall, current standards in English are satisfactory but with significant variation between the three elements of speaking and listening, reading and writing. Standards continue to be above average in speaking and listening. This does not confirm the 1999 teacher assessment in which thirty-five per cent of pupils were judged to be working below national expectations. Listening skills are better than speaking skills, but overall, the standard is good. Writing standards generally meet the national average but in reading they fall below average. These judgements confirm the 1999 test results of pupils achieving Level 2 or above in reading and writing. When compared with similar schools, standards meet expectations in reading and exceed them in writing. The percentage of pupils achieving Level 3 in reading is below the national average and, in writing, meets the national average. These judgements also confirm the 1999 test results.
82. Pupils make good progress in speaking and listening and standards are above average overall, with slightly better attainment in listening. The good progress is the result of regular opportunities for discussion in the whole class sessions that occur daily in most subjects of the curriculum. The pupils listen with interest and, because the pace is usually good, the interaction between teachers and pupils is lively. Pupils speak confidently about their work and explain their ideas well, adding relevant detail. Higher-attaining pupils are very articulate. The effective teaching in music is a particularly strong influence in helping to develop pupils' auditory skills. Circle times also usefully develop pupil's skills. However, while pupils listen carefully to the comments of others, they are often quiet when they speak. Staff rarely take the opportunity to ask pupils to speak out or suggest ways in which to project the voice. Pupils with special educational needs make good progress. They are helped by teachers and classroom assistants to clarify their ideas. Similarly, pupils for whom English is an additional language are well supported, often by skilled teaching. For example, when teaching a group of Year 1 pupils how to model with clay, the teacher ensured that they understood all vocabulary involved, through writing the words and encouraging correct pronunciation.
83. Over the last four years there has been little change in the standards of reading. The staff have set challenging targets which indicate a significant improvement in the Year 2000. From observations of reading in lessons and listening to a range of readers individually, evidence indicates that standards in reading are not as high as they should be. A significant number of Year 2 pupils are struggling to read at the border of Level 1/2 and the average ability pupils are at the lower end of Level 2. While one would expect to hear above average pupils reading at or close to Level 3 by this time in the year, only very few are at that stage. The school is aware of this weakness and has put into place some useful strategies for improvement. The support that is provided for pupils with special educational needs allows them to make good progress. The home-school reading pact provides for pupils to take home books at least twice weekly and some parents are usefully supporting reading. The effect of this is clearly helpful but the school has not yet monitored the process and there are weaknesses that require attention. Pupils often choose books that are not matched to their ability and some of the comments by parents indicate this clearly. In most classes, the books are not related to the reading in lessons. This limits their value. There is too little opportunity for pupils to practise the skills they are currently learning and there is limited progression between classwork and homework. The school has implemented the literacy hour satisfactorily and, following evaluation, has made some improvements with the management of guided reading. A major investment has been to fund an additional teacher for Year 1 literacy lessons reducing the number in each of the three classes to twenty. This is having a positive impact on pupils' progress in Year 1. In addition, children with special educational needs and those for whom English is an additional language receive further support in small group situations.
84. The five-year-olds in the reception classes are slowly developing their reading skills through story times and guided reading with early readers. They know many of the letter names and sounds together with a small number of common words. The rate of progress in Year 1 is satisfactory and in one class, good

because there is a sense of urgency in the teaching and the literacy hour is used effectively to support reading as well as writing. Where progress is good, pupils are approaching new group reader words confidently because they have learned the new words in the text prior to meeting them in their book. This is good practice and a method which teachers could use more frequently to ensure that pupils learn those common words that cannot be built phonetically. Year 2 pupils are reading a range of texts linked with many areas of the curriculum and the majority manage to use their skills to access the computer, read simple mathematical instructions and investigate simply written text books to retrieve information, albeit they rely heavily on picture cues. They enjoy the textual work of the literacy lessons and make sensible predictions about the plot. They use the content of stories to gather information about characters and describe them with competence. Good examples are the descriptions of Mr. and Mrs. Grinling. The whole class work with texts is having a positive effect on these skills. In one Year 2 lesson, the very good role play provided by the teacher enabled pupils to understand the character more easily and describe his features. A significant number can read their texts with fluency and use the punctuation and context to guide their expression. However, while in lessons, pupils appear to have a sound knowledge of phonics, on meeting new words when reading individually, many do not have the skills to apply it.

85. Over the last four years, standards in writing as indicated by national tests have remained broadly static. Inspection findings show a similar picture, with attainment being average overall. There is little difference between the attainment of boys and girls. Progress from reception to Year 2 is generally satisfactory, as is the progress of pupils with special educational needs. Pupils often make good progress in lessons when work is well structured and carefully matched to their ability. In a few lessons the writing task for the average ability group was too challenging and pupils accomplished very little. In Year 1, pupils often make good progress, partly because the classes are smaller but mainly because the teaching is very good. Tasks are appropriate for the differing abilities and pupils are supported well by word banks and story lines. Five-year-olds in reception, are struggling to write a simple sentence, but they have some understanding of the sequence of a story as seen in their pictures of their little books. Year 1 pupils have a good understanding of the sequence of a story as seen in their picture books about Guy Fawkes. They are writing stories with a beginning a middle and an end and a significant minority can write an extended plot showing imaginative ideas, for example, 'Going shopping.' The pupils are becoming practised at using capitals, full stops and speech marks. They have a good understanding of rhyming words and use them to effect when writing poetry. In addition to the regular classwork with vocabulary patterns, the homework for learning spellings is improving pupils' accuracy.
86. In all classes pupils use their writing skills frequently across the curriculum, for example in Year 1, to label the Autumn fruits, to label their pictorial map, to write pieces about themselves and to label parts of the body on skeletons. Year 2 pupils have written plans for the making of their mini-beast books and descriptions of making an electric circuit. The creative writing about Bug's Life is generally of good quality because it reflects the sound knowledge of mini-beasts gained from the topic and the interest of the pupils. The mini-beast books contain a contents page written in alphabetical order, chapters and supporting diagrams. Handwriting across the school is poorly formed. There are many examples where staff have written 'well done' or 'fantastic', when, not only are presentation and handwriting poor, but they have deteriorated from earlier work. The school has recently produced a handwriting policy but it is not yet effective in practice. Moreover, there is little evidence of letter formation being regularly taught in the nursery or reception classes. While the philosophy of the school is to encourage and praise participation rather than correct the mistakes of five-year-olds, there remains a need, in the early development of writing skills, to provide good models and to teach of specific skills: poor habits are difficult to change.
87. Pupils' response to English is good. They enjoy whole class lessons and are enthusiastic when discussing texts. They are eager to answer questions and are good at taking their turn and listening to the views of others. In a few instances, pupils become a little restless but this is mainly because the whole class session has extended far beyond the recommended time. Pupils move to activities quickly and settle to their tasks without fuss. Most work at a good pace, particularly when the work is suitably challenging but within their capabilities. They persevere with difficult tasks, for example in reception and in Year 1, when groups of pupils found writing tasks hard but tried their best to achieve. Pupils are learning to access books and dictionaries and manage their work sensibly. In three-quarters of the lessons observed pupils' response was good and the rest very good.

88. The quality of teaching is always at least satisfactory and half of the lessons observed were good or very good. The daily planning is good, detailing what is to be learned, the methods for teaching and the different tasks for the differing abilities. Teachers are skilled at questioning and involving pupils in class discussions. They are generally lively when telling stories and provide clear explanations. Pupils are managed well. Relationships are good and staff have high expectations of concentration and behaviour. These make a positive contribution to pupils' moral and social development. In the best lessons, activities are challenging and well matched to pupils' needs, groups are managed effectively and support staff used to advantage. English resources are all used to good effect and in most lessons there is a brisk pace and sense of urgency to achieve. The literacy hour is planned appropriately in most classes but often the whole class session runs over time, leaving insufficient time for pupils to carry out their tasks. Sometimes the value of the plenary is lost because it is shortened or hurried. While teachers have a sound subject knowledge overall, the methods for the teaching of reading and handwriting, particularly to the younger pupils, are not secure. A further weakness is that teachers do not demonstrate high expectations of pupils for presentation and handwriting. Pupils' work is regularly marked and teachers' assessment of progress is generally being used satisfactorily to plan for progression in learning.
89. The subject has been given priority by the school since the introduction of the literacy hour and the co-ordinator has been effective in providing very useful policy guidance, a scheme of work and training for staff. Literacy makes a sound contribution to the school's curriculum. Information technology is used appropriately in English. The present targets for further improvement are useful and result from the monitoring of pupils' work, teachers' planning and the results of national tests. The systems for assessment and recording of progress are good. Teaching is supported by a good range of books and resources. These include texts from a range of different cultures. The library area is small but contains good quality fiction and non-fiction books. While overall, the subject is managed well, the weaknesses in reading and handwriting standards have not yet been successfully addressed.

101. Mathematics

90. Both inspection findings and the data from national tests that indicate that standards in mathematics meet national expectations. This same standard was reported at the time of the last inspection and, with the exception of 1999 when there was a slight dip in the proportion of pupils achieving the expected level, Level 2, the trend over the last four years has been broadly static. In the 1999 national tests for Key Stage 1, this slight dip means that the proportion of pupils gaining Level 2 or above fell to just below the national average. The percentage of pupils gaining the higher Level 3 was well above the national average, indicating that the school is providing well for the higher-attaining pupils. This still pertains. In comparison with schools of a similar background, in 1999 the proportion of pupils gaining Level 2 or above was average; and the proportion gaining the higher Level 3, was well above average. There are no significant variations in attainment between boys and girls, or among pupils of different ethnic groups or gender. Pupils with special educational needs make sound progress against their targets.
91. There is a good balance of work through the school, though with a firm emphasis on number. The pupils' ability with numeracy is broadly average. By the end of the key stage, most pupils count reliably to 100. They recall a few number facts to 10, although the majority use their fingers to find answers. The pupils know how to do addition and subtraction sums, although too frequently they are worked out and recorded incorrectly with untidy presentation. The pupils have begun to understand place value, for example using the number petals well to find $32 + 10$. They are beginning to see patterns in number, such as finding one more or one less, or that numbers are odd or even. A few of the higher-attaining pupils explain their methods clearly, and have a growing confidence with mental calculation. They enjoy using numbers in everyday contexts such as for register numbers and understand how to interpret simple graphs and tables. They have an early knowledge of 2D shapes, such as squares and pentagons, and take a delight in identifying shapes from their descriptions. The pupils make their own patterns, such as Rangoli patterns.

92. Pupils are beginning to use mathematical language correctly, such as straight and difference. Previous work shows generally average standards across the mathematics curriculum, although the quantity of recorded work is less than is reasonably expected after half a term.
93. The pupils make satisfactory progress through the school, helped by their interest and willingness to take part. Their understanding and calculation skills improve steadily, although this is evident through oral rather than through recorded work because of the limited quantity of the latter. Pupils build on previous learning through the careful choice of tasks that teachers make, usually matched well to their needs. The higher-attaining pupils have developed a few problem solving skills, such as setting results out methodically and noticing patterns, but generally this is at an early stage.
94. Pupils' attitudes to mathematics are good through the school. Most pupils quickly become interested in the tasks and are keen to take part. The need is more for the teachers to control their enthusiasm than to gain it. Most children sustain concentration well and want to complete their work, so that they make appropriate progress. Many pupils work well independently of the teacher, and like to share findings with others, although there is a significant minority who require constant support and direction. Within some numeracy sessions, the lack of concentrated teaching with a sharp focus, results in barely satisfactory progress. Overall, both the pupils' interest in their work and wish to complete it help them to make satisfactory progress. Pupils with special educational needs, and those for whom English is an additional language receive good support so that their interest and efforts are sustained.
95. The quality of teaching for mathematics is good overall: it was good in five of the seven lessons observed. However, there are some unsatisfactory elements. Teachers set out planning for lessons carefully and identify suitable objectives, although the planning is mostly concerned with content and organisation. There is seldom any reference to the teaching methods they will use. Teachers' good subject knowledge is displayed by their confident discussions and teaching. However, their understanding of how to implement the numeracy work is still at an early stage, since there is insufficient attention to building and consolidating mental patterns and fluency. Teachers establish a good thinking atmosphere and usually employ good methods, such as skilled questioning that challenges pupils to explain and think carefully. Teachers are caring of the pupils and responsive to their answers. The selection of mathematical apparatus is usually suited to pupils' needs, such as number squares, although teachers make insufficient use of structural number apparatus. Teachers make on-going assessments as the pupils work and answer questions, but make insufficient written notes on their progress. The procedures for recording attainment are under review.
96. The subject meets the requirements of the National Curriculum. Problem solving and investigational work receive a little attention but are not sufficiently well established to promote related skills. The co-ordinator has a good understanding of the role and supports colleagues well. She monitors teachers' planning and has arranged time to monitor standards through observing lessons and seeing samples of children's work.
97. The quality and range of resources for mathematics are sound and support pupils' learning. Resources are mostly accessible in the classrooms. The subject makes a satisfactory contribution to the quality of education provided by the school.

109. Science

98. Pupils' attainment in science is in line with national expectations at the end of the key stage. While standards of attainment are similar to those at the time of the last inspection, inspection findings do not confirm the teachers' assessment for 1999 which indicates that standards in the last school year were below national expectations. Currently, higher standards are the result of improvements both in the planned curriculum and in teachers' subsequent day-to-day planning. The percentage of pupils who attain the higher level, Level 3 is above national expectations. This confirms teachers' assessments and support inspection findings that indicate that there is an appropriate level of challenge for the most able

pupils. There is no significant difference in the performance of girls or boys.

99. By the end of Key Stage 1, pupils know that electricity comes from a power station and they name a good range of items which need electricity in order to function. They know what a battery is - and does - and can use it to construct a simple circuit. More able pupils provide an explanation as to why the bulb lights and suggest several changes they could make to their circuit that would prevent it from doing so. They categorise parts of plants by, for example, placing daisy, acorn, grass, conker, banana and tea into a seed, leaf, flower, fruit or whole plant group. They know the features necessary for seeds to germinate and for plants to grow. Pupils in Year 1 use simple vocabulary to describe the properties of materials from touch – for example to make a decision between rough and smooth. They understand the basic properties of wood and glass and are able to relate their understanding to domestic contexts. For example, they know their beds are made from wood and that this material will not bend when in use. They are beginning to understand science in an environmental context. For example, they know something about the relationship between wood and paper products and want to know more about how materials change their properties.
100. Curriculum planning indicates that all areas of the science curriculum are adequately covered. Scientific understanding is appropriately developed and underpinned through good practical and investigational content. For example, pupils learn through investigation in the school orchard and in the playground area, that different small creatures have different preferred habitats. They check their predictions about the features that are necessary for seeds to germinate and for plants to grow by planting, waiting and watching. They are encouraged to explore further when their answers aren't quite right. Year 1 pupils, for example, having felt but not seen some objects were asked, 'Can you feel "shiny" or "dirt", or are they just things you can see'? Work in science makes a positive contribution to the spiritual development of pupils: for example, group by group as they get their bulb to light, there is joy, in the Year 2 classroom!
101. Pupils, including those with special educational needs and those for whom English is not a first language, make sound progress through the key stage. This is due in large part to a science curriculum that provides the kind of detail that supports teachers well as they plan their lessons.
102. Pupils enjoy science lessons, particularly the practical elements. They behave well overall, are prepared to share resources and also understand that they may not all have the opportunity to take part in every activity. They are attentive while their classmates have their turn.
103. The quality of all teaching observed was satisfactory. The strengths of the lessons were the quality of planning, the clear explanations of scientific content which teachers gave, the good management of pupils and good use of time at the end of the lesson to summarise and evaluate just what pupils had learned. Pupils who find the work difficult because of learning or language difficulties are supported well. In one lesson for example, pupils for whom English was not their first language were helped to understand the properties of glass – their teacher talked with them while they looked at and through the classroom window and they were then allowed to try on their teacher's glasses! While it does not have a direct impact on the progress that pupils make in the *understanding* of scientific concepts, the untidy presentation of pupils' work is an unsatisfactory feature. This is not only because it is clearly not the best that pupils can produce but also because it does not establish the beginnings of organised recording of a quality which will serve them well through Key Stage 2 and beyond. Secondly, there are occasions when, in their planning, teachers do not define clearly enough, exactly what it is they want pupils to learn.
104. Management of the subject is good. The co-ordinator has good subject knowledge and a clear view of developments to take the subject forward. Resources are adequate and recent reorganisation of these into boxes that match the way that the curriculum is planned means that a range of relevant resources is readily available to all staff. Assessment in the subject is being wisely revamped and, when fully operational, the planned system will incorporate an assessment at the end of each unit of work. The school uses the grounds well and the orchard area in particular is a valuable and well-used resource. Information technology is used adequately to support work in science.

SUBJECTS OR COURSES116. **Information technology**

105. The school has maintained the satisfactory standards identified in the previous inspection report. The pupils' standards of attainment are broadly average by the end of the key stage, although pupils have a wide range of understanding and skills. Many pupils have secure skills in using the computer, while a few lack mouse control for example. The higher-attaining pupils generally have good skills and understanding. Progress is satisfactory through the key stage, but very recent and substantial additions to hardware means that the school is well placed to move the subject on.
106. The majority of pupils use information technology (IT) to communicate ideas and have the skills and understanding to control the mouse, for example in sequencing programs. They have sound keyboard skills to enter text and simple commands, so that word processing is satisfactory, although many pupils are rather slow in finding letters. Pupils design and produce simple art pictures using several features of a painting program. By Year 2 pupils have an early understanding of how to enter commands to build a 2D shape such as a square using the Tiny Logo program. A few pupils can save the commands in memory to make the shape in a continuous sequence. They use a good variety of subject related programs such as counting, sequences and spellings.
107. They are beginning to open up programs, and save or print their work, but this is at an early stage since the school is still becoming familiar with the new computer system. Pupils have sound understanding in the use of simple modelling programs, which are often linked to work in other subjects. A little work is done using CD ROM so that pupils are acquiring skills in information retrieval. The majority of pupils are making appropriate gains in understanding and skills. They apply their skills to new programs such as Tiny Logo, giving good purpose to the development and consolidation of skills.
108. Most pupils quickly become interested in the tasks and want to take part. They find the use of IT motivating and usually have good concentration. They mostly share the work well, taking turns to enter information and exchanging ideas, although a few pupils find co-operation difficult. The children respond well to a good level of challenge, and most work well independently of the teacher. The pupils' attitudes and behaviour are good overall throughout the school when using information technology.
109. The quality of teaching is satisfactory. Teachers demonstrate a satisfactory knowledge of the subject and plan for the computers to be used in several lessons. The use of IT as a natural facility to support classwork is still becoming established. The programs often have a direct link with the other tasks, providing good purpose to the work on those occasions and supporting understanding and attainment. On a few occasions, teachers provide focused teaching, for example in introducing new programs such as Tiny Logo. At these times, they use effective teaching methods, involving the pupils in practical demonstrations. However, some teaching of IT is limited to supervision from a distance. On these occasions, teachers provide only occasional, brief interventions so that progress is less clear. Assessment procedures are being reviewed, but individual class teachers monitor pupils' access and specific use of the computer.
110. The co-ordinator understands the role well and provides good support for colleagues. The school has prepared a subject policy and has begun to use the National Curriculum materials as a scheme of work. The subject meets the requirements of the National Curriculum, with appropriate breadth and balance through the school although the subject is still developing. The school has made very good investments in IT resources over the past year as part of a very thorough review and development plan. The school has identified information and communication technology (ICT) as a continuing subject for development.

122. Religious education

111. The previous inspection found pupils' standards of achievement satisfactory overall and sometimes above average. The school has maintained the quality of its provision and pupils attain what is expected by the locally agreed syllabus. They make sound progress over time and often good progress in lessons where teaching is very good. There is suitable content for the development of pupils' knowledge and understanding in termly topics and in assemblies. By the end of the key stage pupils have knowledge of the main world religions and some understanding of the rituals, symbolism and beliefs. In the current study of Diwali, while younger pupils are gaining knowledge of the stories of Rama and Sita and their meaning, older pupils are comparing the differences and similarities with other religions and finding out that the divas symbolise the triumph of good over evil. Younger pupils are coming to terms with their own feelings of happiness, sadness, likes and dislikes and a significant number can express ideas about being a helpful friend. Year 1 pupils are extending their understanding of being part of a community as they think about the family, school members who help them and the importance of caring for their world. Pictures displayed show that they are aware of the needs of other countries where, for instance, there is little rain. Additionally, when they celebrated the Jewish festival of Sukkot they thought about people who are homeless. Pupils express feelings about their own homes with warmth, for example, 'My home is special because I can play in the garden.' There is a delightful collection of photographs of pupils visiting places of worship.
112. Pupils listen with interest in whole class lessons and show by their answers that they are becoming used to observing artefacts and pictures in order to gather information. They refer to past work. The older pupils listen to each other's views respectfully and younger ones are becoming more confident when contributing. The children valued the performance provided by Year 2 pupils in assembly time and watched the beautiful costumes with wonder. The boy providing the reading of the meaning of Diwali and the beliefs of the Hindus spoke with pride and high self-esteem. The provision for religious education contributes well to pupils' spiritual development.
113. The quality of teaching is always at least satisfactory and often good or very good. Lessons are carefully planned to cover content, develop pupils' skills of observation, interpretation and communication. Teachers have sound subject knowledge and make the content interesting. They use the good range of resources to provide pupils with firsthand experience. They are skilled at questioning in order to probe pupils to think and reflect on the past or compare with their known experience. Lessons move at a good pace although sometimes the whole class session is overlong for some pupils. Activities are interesting and often provide for opportunities in other areas of the curriculum, particularly in art.
114. The co-ordinator is enthusiastic and has plans to support the curriculum topics with a scheme of work and in-service training for staff. The recent purchases of books, pictures and artefacts related to the world religions contribute significantly to pupils' experience. Assemblies and collective worship are carefully planned to support the curriculum and the school makes effective use of the parents and community to enrich the teaching. Overall, the provision is good and trends indicate that standards of attainment are continuing to improve. The subject contributes well to pupils' spiritual, moral, social and cultural development.

126.

Art

115. The last inspection stated that pupils were making sound progress in art but more opportunities were required to build on pupils' skills and improve the quality of the work. The school has since given high priority to the development of the arts generally and pupils make good progress. Pupils with special educational needs and those for whom English is an additional language, make good progress because teachers explain tasks carefully, make effective use of demonstrations and support pupils well.
116. Pupils are able to use a range of tools and materials with safety and confidence. All pupils experience working with paint, pastels, chalk, clay, crayon and various collage materials. Reception pupils mix

paints and know how to make secondary colours. They are developing their observational skills slowly and by Year 1 there are good examples of fruits and cauliflowers drawn with charcoal, well drawn water melons, fruits and various other foods also showing texture and effective use of colour. The well-formed drawings of themselves show careful observation of detail including hair, eyes and fashionable clothes. High quality collage pictures inspired by the story of 'Bringing the rain to Rapiti Plain,' illustrate the storm clouds rolling, the rain descending and the desperate animals on the plain in need of food. Further paintings linked with the food topic show the growth of plants, beneath the ground, on the ground and above. Roots, soil, plants and fruits have a realistic appearance and colours are well chosen. In Year 2, there is further evidence of skills in observation and use of materials developing and improving. Pupils are learning to make a printing unit by using plasticine, applying colour and print simple repeating patterns. Their mini-beast designs are carefully done and prints of spiders and butterflies are beautiful. Using the same theme, the collages of imaginative mini-beasts are colourful and show perseverance and patience when using small amounts of exotic materials to enhance the work. Art work linked with the Diwali theme shows delightful Rangoli designs in pastel shades using various seeds and cards highly decorated with Diwali candles. Around the school, art work produced in last year's Art Week is of very good standard for the age group, for example using watercolours and collage.

117. The pupils have good attitudes to art work. They listen carefully to instruction, watch demonstrations carefully and respond with pleasure. They show pride in their work and that of other pupils. Behaviour is consistently good and pupils are becoming skilled at managing the resources. Older pupils are learning to evaluate their work and make efforts to improve.
118. The quality of teaching is good overall and often, where teachers have particular subject expertise, it is very good. Lessons are carefully planned to build on previous skills and learning. There is a theme for each half-term, for example printing, which enables teachers to provide a range of opportunities and experiences to ensure progress. The tasks are generally challenging and resources are efficiently organised. Good use is made of support staff and parents. For example, when working with clay, the expert support enabled pupils to develop the feel of the material quickly. There is a good balance between the direct teaching of skills and allowing pupils time to experiment and create independently. Teachers provide a wide range of resources and make effective links with the work of famous artists. The well planned art week organised by governors, parents and staff is having an impact on skills of staff as well as the pupils. The excellent range of opportunities, the expertise of visiting artists and interesting activities are motivating and inspiring for all the members of the school community.
119. The co-ordinator has effectively produced a policy and scheme of work which provides for full coverage of the curriculum as well as a structured approach for teaching through the differing strands of the subject. Guidance for teachers is good. There is a useful range of resources including the provision of helpful books, artefacts and prints of artists' work. The parents, led by a school governor have well-developed and ambitious plans for the coming Art Week. The subject contributes substantially to pupils' spiritual, social and cultural development.

131.
technology

Design and

120. The pupils, including those with special needs, have gained early skills by the end of Key Stage 1 to produce simple products such as a lever mechanism and a wheeled vehicle. They make satisfactory progress through the school in a range of simple cutting, shaping and joining skills. Pupils design playground scenes, for example, and cut paper and card with suitable skill. They fit split pins, often with help, and understand terms such as pivot and lever as they make a card see-saw. They have gained a good range of fitting and joining skills with construction kits, and have learnt that some kit materials are more suited than others for certain functions of the vehicle. Previous work shows the development of skills across the design and technology curriculum, including fabric work and food technology. The school has broadly maintained standards since the previous inspection.
121. The pupils are provided with a little experience of the design stage: the development of their ideas for

design is developing. They use simple finishing techniques such as painting or crayoning. Tasks have a suitable level of challenge that encourage pupils to develop their problem solving skills. Clay work is provided giving the children good experiences of its texture and properties. Previous work, and that seen in lessons, indicates that pupils are making satisfactory gains in skills for making simple artefacts.

122. Pupils' attitudes to design and technology are good during the making of products, but they are not always willing to tidy materials away carefully. They are usually interested in the tasks, apply themselves well and want to produce a good finished product. Pupils are usually responsible in the use of resources. Their behaviour is good and this supports progress.
123. The quality of teaching is sound. Teachers are clear about what the pupils are to make. They are less clear about the skills that the pupils should learn and the intended technological knowledge and understanding to be gained. Teachers' expectations of pupils' design skills are satisfactory and they provide suitable tasks that promote skill development. The problem solving nature of the tasks receives appropriate attention.
124. The co-ordinator provides suitable support and guidance to the staff, and understands the role. The school has adopted national guidance as the basis of a scheme of work, so that planning for the subject meets requirements. The topic outline provides suitable coverage and progression, although classroom practice is at an early stage. There are opportunities to monitor the planning which is beginning to bring consistency to the coverage, progression and approach. Assessment procedures are under review to support further planning and teaching. The selection of resources is sound, but further tools and materials are required, as funds allow, to extend the range.

136.

Geography

125. Due to timetabling arrangements, it was not possible to observe any geography lessons during the period of inspection. Evidence is drawn from the scrutiny of a term's work in geography, looking at teachers' planning and talking with pupils.
126. This evidence indicates that progress is sound through the key stage. Pupils know that different forms of transport suit different purposes. For example, the best way to transport bananas from Jamaica is by aeroplane, while tinned food from abroad frequently arrives by boat. They know which of these – rain, sand dunes, palm tree, river, snow and camel – you would find in a hot country, which in a cold country and which in both. They know the countries that comprise the United Kingdom and can correctly reconstruct a jig-saw map of them. They produce a detailed plan of their bedroom.
127. There is insufficient evidence to make a judgement on the quality of teaching. However, the humanities co-ordinator provides clear guidance to staff: she assists them effectively, both in planning their lessons and in ensuring that best use is made of resources.

139.

History

128. Two lessons of history were observed during the inspection. Judgements are based on these lessons, pupils' previous work, teachers' planning, talking with pupils and discussion with the co-ordinator. From this evidence it is clear that pupils make sound progress through the key stage.
129. By the end of Key Stage 1, pupils are developing a sense of chronology. They recognise changes in their own lives – from being a baby, then a toddler and to the present day. They know that cookers have not always been available, that microwave ovens are even more recent, and they understand that a fire was the first method used by people to cook food. They appreciate that some events such as Guy Fawkes' attempt to destroy parliament took place a long time ago, but that King Alfred lived much earlier still. Pupils in Year 2 retell the story of Boudicca. They recognise some artefacts from World War 2 such as

gas masks and ration books and talk about their function. They know that there are people still alive who fought in this war and some pupils realise that this includes members of their own family. They begin to understand why many people still wear a poppy in November.

130. The quality of teaching was good in one of the two lessons observed. In the other lesson it was satisfactory. However, this is insufficient evidence on which to judge the overall quality of teaching in this subject.
131. A strength of the subject is the use that is made of visits, for example to St Albans, of visitors who bring artefacts to school and talk about them, for example the staff of a local museum and of resources (owned by or loaned to the school) such as artefacts from World War II.

143.

Music

132. Progress in music is good because pupils are taught by a specialist music teacher and the lessons successfully promote skills and knowledge in performing, composing, appraising and listening. In the reception class, the five-year-olds explore different ways to make sounds with the instruments and compose simple pieces using colours as the graphic notation. They distinguish between ringing, and rattling sounds and try to use instruments to fit the purpose. They know a wide range of songs and learn to respond appropriately to a conductor. In Year 1 pupils make progress when performing with instruments and play with a good sense of pulse. In singing, they demonstrate good auditory skills as they copy the phrases of the 'Here we go' song with accurate pitch. These skills also help them to learn new songs quickly. In Year 2, a significant number of pupils are becoming familiar with graphic notation, they work in a group to compose and perform short sequences to represent travelling in various ways. They know that they use the instruments in different ways in order to create contrasts and different sounds. They use the instruments confidently and become confident when performing. A few listen to their performance and think of ways to improve. They learn the skills of conducting. The standard of singing in the school is good. This was demonstrated successfully when pupils sang many songs of differing mood in the singing assembly. The majority of Year 2 pupils learn to play the recorder and grasp the early skills successfully. Similarly, the 20 pupils learning to play the violin are building on their musical knowledge and skills and will be well prepared for the Key Stage 2 music curriculum.
133. Pupils are very excited by their music lessons and make great efforts to achieve. They listen carefully to instructions and are sensible with instruments. Five-year-olds resist the temptation to touch their instrument when not performing. Older pupils co-operate well in groups and discuss their compositions with enthusiasm. They listen to each other with pleasure while waiting eagerly to perform themselves. Behaviour is very good.
134. The quality of teaching is very good. The specialist uses his knowledge and skills to enable pupils to make progress. Lessons are carefully planned with clear objectives. Pupils' previous learning is carefully assessed and built upon in a structured way to ensure progression in skills and understanding. The content of tasks usefully links with pupils' topics in other areas of the curriculum, for example, the Year 2 topic, 'journeys.' Lessons move at a brisk pace and very good use is made of time and resources. Effective use is made of demonstration both by the teacher and by pupils. Pupils are firmly managed and there are high expectations of them for participation, effort and attainment. Lessons contain a sense of fun and much of the work contributes well to the development of memory. Examples are the street jingles which pupils enjoy and which also develop their sense of tempo. Pupils with special educational needs and those for whom English is an additional language are supported to make progress in line with their abilities.
135. The curriculum is effectively managed. The very helpful policy and guidelines enable staff to supplement the weekly lessons with practise in the classroom. The draft scheme of work fully covers the National Curriculum and provides a rich experience for the pupils. Procedures for the assessment and recording of pupils' progress are very good. There is a good range of instruments including the recorders

and a wide selection of music copy, books and tapes of music. The subject contributes significantly to pupils' spiritual, social and cultural development.

147.

Physical education

136. The previous inspection found standards in physical education to be sound, that teaching depended too heavily on published tapes and that resources were somewhat limited. The school has put improvements in place which ensure that pupils now make good progress and are well prepared for the more extended activities of Key Stage 2. All pupils from the age of five have opportunities for gymnastics, dance and games and the programme for learning changes each half-term in order to build on skills in each area. Funding was provided last Summer for short tennis. Pupils make good progress because lessons are well structured and the teaching is good.
137. The younger pupils develop their physical strength through moving in different ways over soft play resources, balancing on appropriate equipment, controlling bicycles and manoeuvring them around cones in a confined space. Pupils develop confidence, co-operative skills and spatial awareness and many find imaginative ways to move which extend their ability to stretch, jump, curl and climb. Year 1 pupils are confident when using space. They develop an understanding of team work and fair play. Their skills in controlling the ball are good for their age. Year 2 pupils throw and catch with increasing accuracy and know that it is important to send and receive it in different ways for different purposes. They throw high and low and use variable arm movements. They begin to develop their footwork in order to move with the ball. Overall, they are physically strong and have good body control when moving in different directions and at different speeds. They begin to evaluate their own performance in order to improve.
138. The pupils enjoy their physical education lessons and almost all make great efforts to achieve and perform well. They stop on cue, even in reception classes and use their time sensibly, working with concentration. Behaviour is very good because all staff consistently apply the policy of quiet time from the moment they leave the classroom.
139. The quality of teaching is always good or very good. The curriculum, based on the published material 'Top play', provides staff with clear guidelines for a structured approach and they work confidently. Lessons are carefully planned to build on the skills of previous work. The good range of resources are carefully organised and used effectively. Explanations are clear and teachers make good use of demonstration, to enable pupils to observe and improve. The lessons move at a brisk pace and no time is wasted. Teachers motivate well, give appropriate praise and manage pupils with firm control.
140. The headteacher is co-ordinating the subject temporarily and has plans to further extend the curriculum with the 'Top Start' programme. Staff are supported well with useful in-service training. This includes a six-week course from a local dance company who work with classes to demonstrate methods and progressive content. The school values the contribution of dance and physical activities to the curriculum and the provision for pupils is good. The planned playground improvement project will provide further opportunities for progressive outdoor play.

152.
INSPECTION DATA

PART C:

152.
INSPECTION EVIDENCE

SUMMARY OF

141. The school was inspected for four days by a team of four inspectors, one of whom was a lay inspector. During the inspection, 12.5 inspector days were spent in gathering firsthand evidence. The total time spent in direct observation of lessons, sampling pupils' work and talking to pupils was 50 hours

- Sixty lessons or parts of lessons were observed.
- The time spent in direct observation of lessons for the under fives in the nursery and reception classes was 9 hours 25 minutes.
- The time spent in direct observation of lessons at Key Stage 1 was 27 hours 05 minutes. Other time spent in observation of learning at Key Stage 1 through scrutiny of work in books and on display plus reading interviews and interviews with pupils totalled 6 hours.
- Discussions were held with pupils in all classes as part of observations to ascertain their understanding in all areas of the curriculum.
- The quality of pupil's reading was sampled in each year group. Eighteen pupils (10.2%) of pupils were heard to read.
- The work completed by a sample of pupils was scrutinised.
- Pupils' work displayed in classrooms and around the school was examined.
- Teachers were interviewed regarding their curricular and other responsibilities.
- Registration sessions, assemblies, break times and meal times were observed.
- Test results and pupils' records were examined.
- Teachers' planning was examined.
- Teachers' records were examined.
- Policy statements, schemes of work, financial documentation and the school development plan were scrutinised.
- Discussions were held with parents and governors.
- Discussions were held with the headteacher and the deputy headteacher.
- Eighteen parents attended the pre-inspection meeting with inspectors.

1. The opinions of parents were also surveyed through the use of questionnaires. Fifty-seven questionnaires were returned.

154.

154.
INDICATORS

DATA AND

155. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	177	2	76	39
Nursery Unit/School	20	0	5	0

156. **Teachers and classes**

156. **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	8.8
Number of pupils per qualified teacher:	19.24

156. **Education support staff (YR – Y2)**

Total number of education support staff:	8
Total aggregate hours worked each week:	154

156.

156. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	20

156. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	37

Average class size:	20
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157. **Financial data**

Financial year:	1998-99
	£
Total Income	448,354.00
Total Expenditure	450,168.00
Expenditure per pupil	2,543.32
Balance brought forward from previous year	52,079.00
Balance carried forward to next year	50,265.00*

* Includes finance for planned improvement to playground areas.

158. **PARENTAL SURVEY**

Number of questionnaires sent out: 219

Number of questionnaires returned: 57

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	56	40	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	37	0	2	0
The school handles complaints from parents well	32	42	25	0	0
The school gives me a clear understanding of what is taught	42	53	5	0	0
The school keeps me well informed about my child(ren)'s progress	40	47	12	0	0
The school enables my child(ren) to achieve a good standard of work	44	47	9	0	0
The school encourages children to get involved in more than just their daily lessons	32	42	25	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	39	19	2	0
The school's values and attitudes have a positive effect on my child(ren)	53	44	4	0	0
The school achieves high standards of good behaviour	49	44	4	2	0
My child(ren) like(s) school	67	30	4	0	0

158.