

INSPECTION REPORT

Woodside Nursery and Infants school.
Croydon

LEA area: Croydon

Unique Reference Number: 101750

Headteacher: Mrs C. Blackbourn.

Reporting inspector: Mrs Christine Huard

Dates of inspection: 6-10 December 1999.

Under OFSTED contract number: 706596

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Nursery

Type of control: County

Age range of pupils: 3-7

Gender of pupils: Mixed

School address: Morland Road
Croydon,
CR0 6NF

Telephone number: 0181 654 8082

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Appropriate authority: Governing Body

Name of chair of governors: Mr D. Cooper

Date of previous inspection: April 1996.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Christine Huard, RgI	Science	Attainment and Progress
	Art	Teaching
	Music	Efficiency
	Equal opportunities	
Mrs E. Dickson, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs J. Cox	English	Curriculum and assessment
	Areas of learning for children under five	
	Special educational needs	
	English as an additional language	
Mr. J. Howard	Mathematics	Leadership and management
	Geography	Staffing, accommodation and learning resources
	History	
	Religious education	
Mr P. McGregor	Information technology	
	Design and technology	

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The Registrar
 The Office for Standards in Education
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MAIN FINDINGS

What the school does well

- Overall attainment is above average. Standards in writing and science are high and above average standards are also achieved in mathematics and reading.
- The provision made for children under 5 is very good overall. This allows them to make very good progress particularly in their personal and social education.
- The consistently high standard of teaching enables all pupils, including those with special educational needs, to make very good progress.
- The attitudes of the pupils and their behaviour are very good.
- Relationships between pupils and between pupils and adults are very good.

The personal development of the pupils is very good.

Teachers provide very good support and guidance for pupils.

The school is very well led and there is a strong commitment to improving standards still further.

Where the school has weaknesses

- The school has no major weaknesses.

The school has no major weaknesses, however, the following minor points for improvement should be considered as the basis for an action plan. Although standards are satisfactory in information technology there is a low number of machines which are not used efficiently, which prevents pupils from achieving higher standards because they have a comparatively small amount of time to practise their skills. There is no current policy for design and technology and although teachers plan to the latest guidelines these have not yet been adapted to meet the needs of the school. Opportunities for pupils' spiritual development are not consistently built into lessons.

How the school has improved since the last inspection

Since the last inspection standards achieved by pupils continue to be good and in writing and science have improved so that they are now very good. The quality of teaching at the time of the last inspection was good. Because of the consistently high standard enabling pupils to make very good progress it must now be deemed to be very good. The school's ethos continues to be good. The management and leadership of the school continues to look for ways for the school to further improve, has built on the school's strengths and is very good. The school has successfully addressed the issues raised at the last inspection. There has been a considerable improvement in information technology, both in teachers' knowledge and confidence and in the range and quality of work provided. However the school only has a small number of machines, which prevents pupils having sufficient time to practise their skills. Classroom organisation is good and work is carefully planned to meet the needs of pupils of all abilities. Parents are fully involved in the development of their children's reading. The school has maintained relationships within the community between parents teachers support staff and governors. Regular fire practices are held.

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
Reading	B	B
Writing	A	A
Mathematics	B	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows that the pupils achieved standards in reading which are above average when compared with other pupils nationally and when compared to pupils from similar schools. In writing pupils achieve standards which are well above average nationally, and when compared with those achieved by pupils at similar schools. Pupils achieve standards in mathematics which are above average when compared with results achieved by pupils nationally and in similar schools. The results are broadly similar to those of the previous year in all three areas although the number of pupils attaining the higher level three in reading and writing is higher. In science pupils attain standards that are very high with 96 percent achieving level two and nearly two thirds of pupils achieving the higher level three in the teacher assessments.

Pupils achieve average standards in information technology and have made good progress since the last inspection. Teachers teach the full range of skills that pupils require in order to use all the equipment, particularly computers. Opportunities for pupils to use information technology skills are built into most subject areas although the limited number of computers means that time available for practising the skills is limited. Attainment in religious education is above that expected by the locally agreed syllabus and pupils make good progress in learning about a range of religions and their customs.

Progress in art, geography, history, music, physical education is good. Progress in design and technology could not be judged during the inspection as the subject was not seen being taught and too little evidence was available to judge.

Children under five in the nursery and four reception classes make good progress and are well prepared for the work of the National Curriculum. By the time they attain the age of 5 pupils attain standards expected in mathematics, knowledge and understanding of the world and creative and physical development, and exceed those recommended in language and literacy and personal and social development.

Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Very good	Very good
Mathematics	Good	Good
Science	N/A	Very good
Information technology	N/A	Satisfactory
Religious education	N/A	Good
Other subjects	Very good	Very good

In lessons observed during the inspection 100 percent were judged to be at least satisfactory. Over 80per cent were good or better and 25per cent were very good.

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	Pupils' behaviour is very good overall. They are attentive and polite. They are friendly and confident, work conscientiously and take a pride in all that they do.
Attendance	Satisfactory. Lessons start punctually. Holidays during term time are discouraged.
Ethos*	Very good. Pupils are enthusiastic about their work, relationships are good and there is a purposeful working atmosphere. The school is committed to high standards,

Leadership and management	Very good overall. Strong, purposeful leadership is provided by the headteacher ably supported by the deputy headteacher and senior management team. The governors provide very good, knowledgeable support and are committed to the school.
Curriculum	Very good for all pupils. Planning is of a particularly high quality for the main core subjects and most of the foundation subjects.
Pupils with special educational needs	Very good provision for these pupils, with a balance between good quality in class support and withdrawal session which provide well-focused activities in small groups.
Spiritual, moral, social & cultural development	Good overall. Satisfactory provision for pupils spiritual development. Very good social, moral and cultural education.
Staffing, resources and accommodation	Very good overall. Very good support staff particularly the use of nursery nurses in the reception classes. Accommodation is good except for the playground which is rather small and cramped. The school has a good number of high quality resources except in information technology.
Value for money	Good.

**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	What some parents are not happy about
<ul style="list-style-type: none"> • Their children like going to school. • The school enables their children to make good progress and achieve high standards particularly in literacy. • There are very good relationships, particularly between the teachers and the children. • There is a high level of commitment to the school by teachers. • Discipline and the children's manners are very good. • Parents are encouraged to play an active part in the life of the school. 	<ul style="list-style-type: none"> • _____ Some parents thought that the induction period too long.

The inspectors endorse the parents' positive views. The induction period for the youngest pupils joining the reception class means that the youngest pupils, some of whom are only just four, do not attend school full time until mid-November. The inspection team found this was quite reasonable in view of their age and level of maturity.

KEY ISSUES FOR ACTION

There are no key issues for the school to address, but in the context of the its many strengths, the following minor points for improvement should be considered as the basis for an action plan.

- I. Increase the number of computers available for each class, through more efficient use of existing machines and when resources allow increase the number of computers. (Paragraphs - 60, 66, 111.)
- II. Increase the quality and consistency of assessment in information technology so that individual records can be used to match new work to pupils' knowledge and understanding. (Paragraphs - 34, 113.)
- III. Prepare a new scheme of work for design and technology which promotes the continuity and progression of pupils' design and make skills with an appropriate range of materials and tools. (Paragraphs - 31, 123.)

INTRODUCTION

Characteristics of the school

1. Woodside Nursery and Infant School has 355 boys and girls on roll between the ages of four and seven along with 99 children aged three to four who attend the nursery classes each morning or afternoon. The school is much larger than most when compared with the same type nationally. The school has grown considerably since the last inspection with the addition of a two-form nursery. The number of pupils on roll is now steady, as the school is fully subscribed. The catchment area of the school has changed slightly since the last inspection with the addition of a new housing estate and a light industrial area near the school. The pupils in general come from the area immediately around the school. The housing in the catchment area is a mixture of owner-occupied and social housing. Pupils come from a range of backgrounds but the majority of the intake is around average in social and economic terms.
2. The number of pupils entitled to free school meals is broadly in line with the national average. The number of pupils' on the register of special educational needs is well above the national average although the percentage of pupils with statements of special educational need is average. There are about the same number of boys and girls in the school evenly distributed through all age groups. About 22percent of pupils are from ethnic minority groups and 24 pupils come from homes where English is not the first language. The school has one intake of pupils each year, during the autumn term of the year in which they become 5. Pupils are admitted on a staggered basis but all attend full time by mid-November. When pupils enter the Reception class their attainment is generally average.
3. The aims of the school are comprehensive. The school embraces the aims from the Croyden Curriculum Policy statement, and has school aims relating to equal opportunities, early years, Key Stage 1, for cognitive and creative development, for health awareness and a set of general aims. They cover a broad spectrum and range from academic – 'to ensure achievement in language, mathematics, and scientific skills which form the basis from the practical and technical skills necessary in a fast changing world' to pastoral and general aims 'that children should be cheerful, confident, questioning, good humoured, kind and co-operative'. High expectations of behaviour and academic standards are focused upon.
4. The school has set a number of targets for development. Curriculum targets for the current year relate to the implementation of the numeracy strategy, systematic tracking of pupils' progress, reviewing 'Curriculum 2000' and the Early Learning goals, ICT across the curriculum, and re-inforcing good behaviour and a learning culture across the school. Other areas for development include revising the school brochure, reviewing job specifications, monitoring numeracy, auditing mathematics resources the further development of the nursery garden area, monitoring the acquisition of railway land and on going re-decoration work and risk assessments.

5. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	60	59	119

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or Above	Boys	50	48	56
	Girls	55	53	55
	Total	105	101	111
Percentage at NC Level 2 or above	School	89(92)	86(87)	94(90)
	National	(80)	(81)	(84)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or Above	Boys	49	51	59
	Girls	55	53	55
	Total	104	104	114
Percentage at NC Level 2 or above	School	82(90)	85(91)	96(89)
	National	(81)	(85)	(86)

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

5. Attendance

Percentage of half days (sessions) missed

Through absence for the latest complete

Reporting year:

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

5.

5. Exclusions

Number of exclusions of pupils (of statutory school age) during
The previous year:

	Number
Fixed period	0
Permanent	0

5. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	26
Satisfactory or better	100

Less than satisfactory	0
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5. PART A: ASPECTS OF THE SCHOOL

5. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

5. Attainment and progress

- 1 Children enter the reception classes when they are four years old. They have a wide and varied range of skills, knowledge and understanding although overall their levels of attainment are broadly similar to those found nationally. Children make very good progress in their personal and social development. They make good progress in language and literacy, mathematical development and in their knowledge and understanding of the world. Children make good progress in both their creative and physical development. By the time they are five years old, the majority of children exceed the desirable learning outcomes in their personal and social development and in language and literacy and meet the recommended levels in all other areas.
- 2 By the end of Key Stage 1, results of the last statutory assessments in 1999 show that the attainment of the pupils was above the national average in reading and well above the national average in writing. The number of pupils attaining the national average in mathematics was above average. Teacher assessments showed that pupils' attainment in reading was above the national average, well above average in writing and speaking and listening. Attainment was above the national average in mathematics, and high in comparison with national averages in science. Compared with similar schools, attainment was above average in reading and mathematics, and well above average in writing. The number of pupils attaining the higher level three in the statutory tasks was high in writing and above average in reading. In mathematics the number of pupils attaining level 3 was close to the average. In science the number of pupils attaining the higher level 3 was very high. The inspection evidence confirms that standards continue to be above average in all three areas. The results are similar to the previous year and reflect the steady consolidation in standards since the last inspection although the school has grown considerably in that time and seen a change in its intake.
- 3 At the end of the key stage, pupils speak confidently and listen attentively and effectively. They are self-assured when speaking to adults or each other and sufficiently confident when speaking to a large group, for example in their Christmas performance. Most pupils read fluently and accurately and show a good understanding of what they read. When they write, their sentences run in sequence and most pupils use simple punctuation such as full stops and capital letters correctly and many can use more advanced punctuation. Pupils write using a joined script which is generally neat and legible. Most pupils spell simple words accurately and make good attempts at more complex vocabulary. In mathematics some pupils have begun to develop effective strategies for problem solving using addition subtraction, multiplication or division as appropriate. They can add and subtract accurately and set work out clearly. They show a good knowledge of two and three-dimensional shapes and use standard measurements for length and time. Pupils carry out mental calculations accurately using multiplication tables of two, five and ten. They can construct graphs and use them to extract and interpret information across the curriculum, for example, in science when investigating eye colour. In science pupils show good knowledge and understand the necessity of conducting a fair test and record and describe the experiments they conduct appropriately. They show a good understanding of how sounds are generated and can identify the materials the instruments are made of. They can sort instruments by the method by which the sounds are generated.
- 4 Pupils' basic skills in literacy are well developed and influence how well they are able to work in other subjects. They can understand and explain quite complex instructions whether verbal or written, this is particularly evident when they are completing assessments in science. They record ideas and findings well in writing, as in history where they make comparisons between Victorian and modern times. Their numeracy skills equip them well for their work in other subjects, for example, in geography and science.
- 5 Pupils make very good progress in English and science and good progress in mathematics. This very good progress overall is made because the school has evaluated its needs, written policies and schemes of work which meet these, and constantly assess pupils' achievements. In all subjects pupils make very good progress because teaching builds on and extends the level of knowledge and understanding the pupils have.

- 6 In information technology, the attainment of pupils at the end of the key stage meets the standards expected and pupils make satisfactory progress. The school has a comparatively low number of computers which are not always used as effectively as they might be. Carefully planned class lessons enable pupils to cover all elements of the programmes of study, and they demonstrate confidence in using all the equipment available including tape players and listening centres as well as computers. The pupils are well placed to continue this progress as teachers' confidence in teaching the skills required has improved since the previous inspection.
- 7 In religious education pupils attain standards which are above those expected in the county's agreed syllabus. They make good progress in gaining an understanding of other religions other than Christianity and can appreciate the importance of a number of significant festivals such as Hanukkah and Diwali and make comparisons with Christian festivals such as Christmas. Older pupils can remember the key events of stories about people in the Old Testament such as Joseph and Moses.
- 8 In the foundation subjects of art, geography, history, music and physical education pupils make good progress and their work is of a standard above that expected of pupils of their ages. The school is enlivened by a variety of good quality displays of pupils' work representing all subjects and illustrating the knowledge that pupils have gained. It is not possible to judge progress made in design and technology because little evidence of past work was available and no teaching of the subject was observed.
- 9 There are no significant variations in the rates of progress, or standards attained, by boys compared with girls and this confirms the information received prior to the inspection. Pupils with special educational make very good progress because they receive very good support from support staff and class teachers. The practice of withdrawing pupils for small group work with a special needs support teacher is beneficial and considerably aids pupils' progress. The school also enables higher attaining pupils to achieve high standards in mathematics by providing small group work to challenge and stretch them although this was not observed during the inspection due to timetable constraints.

14 **Attitudes, behaviour and personal development**

- 15 Throughout the school, pupils respond very well to their work. Almost without exception, they concentrate on their tasks well and listen carefully to their teachers and to one another. They develop good habits of organisation and positive attitudes to learning in the early years at school which continue as they move through the school. They take a pride in their work and are keen to show adults what they have achieved. They are given opportunities to work co-operatively in lessons and do this successfully, displaying respect for others' points of view. They also work well independently, selecting resources and using dictionaries when appropriate. When given opportunities to take responsibility or use initiative, they respond willingly. They carry out duties, such as taking registers to the office and tidying up the classroom, carefully and sensibly.
- 10 The behaviour of pupils in classrooms and around the school is very good and shows they have high levels of self-discipline. They play together happily in the playground, and, despite the constraint on space, there is no evidence of aggression or rough play. Behaviour in the hall at lunchtime is orderly and well organised. No incidents of unacceptable behaviour were seen during the week of the inspection and there have been no exclusions.
- 11 Relationships between pupils and all adults are warm and are characterised by mutual respect, trust, and courtesy to one another. Pupils are polite and friendly to all adults and visitors to the school, opening doors and letting others go first. They show respect for other people's feelings, as shown during class discussions. They treat property and equipment carefully and keep the school tidy and free from litter.

17 **Attendance**

- 1 The rate of attendance at 93.8% was in line with the national average and is satisfactory. It shows a slight improvement from the last inspection. There was very little unauthorised absence for the same period. Most pupils arrive at school on time and there is a prompt start to the day. Registration sessions are calm and efficient pupils settle quickly to their work. Parents say their children enjoy coming to school. Pupils' regular attendance and

punctuality have a positive effect on their progress and attainment.

18 **QUALITY OF EDUCATION PROVIDED**

18 **Teaching**

- 2 The quality of teaching is very good overall and is a major strength of the school. In all the lessons observed the teaching was satisfactory or better. Of the lessons observed, eight out of ten lessons were judged to be of good quality or better and a quarter were very good. The teaching is the major contributory factor to the high standards the school is striving for and achieving on several occasions.
- 3 Teachers have a good understanding of what the pupils need to know in order to make progress. Lessons are very lively and made relevant to the pupils which inspires and encourages them. The literacy hour is very well organised and all pupils are fully occupied with suitably challenging tasks during the time the class teacher is concentrating on one group of pupils. Support staff, in the classes where they are working, are usefully and well deployed in helping specific groups of pupils. Pupils are able to get on with their work because the class teachers ensure they fully understand before they start work by carefully explaining each task to them.
- 4 Teachers' planning is detailed and very thorough. Plans outline clear learning objectives for each lesson and the teachers make clear to the pupils exactly what they are going to learn. Joint planning between the parallel classes is particularly effective and promotes consistency across each year group. The quality of planning is particularly high and the benefits of this were evident during this inspection. A short term supply teacher was able to pitch all lessons at an appropriate level and maintain consistency and continuity in the pupils' work. This meant that pupils' progress was not impeded during a period of staff absence. Teachers identify specific objectives for each lesson and this clear focus and direct teaching ensure that the progress made is good.
- 5 The introduction to each lesson includes a recap of what has been learned before and the use of pertinent questions provides a useful and effective way of assessing how much knowledge the pupils have retained. For example, in a science lesson, the teacher asked pupils of different abilities appropriate questions about the sounds made by various musical instruments and how they could generate them. This ensured that she gave the right follow on tasks to pupils when they dispersed to work in their groups. Written tasks are fully explained to pupils before they carry them out and pupils are encouraged to record their work in a variety of ways. These may include independent writing and recording, filling in charts, or drawing.
- 6 Pupils' behaviour is generally very well managed and teachers insist on pupils' full attention in introductory sessions and when explaining tasks, although they do not always curb calling out quickly enough. The behaviour insisted on in class reflects the rules for each class. A calm yet busy working atmosphere is evident in all classes, which enables pupils to concentrate well. Relationships with pupils are good throughout the school with humour frequently being used to good effect. Teachers value the contribution made by every pupil and give positive praise where appropriate.
- 7 The pace of lessons is invariably good. Introductory sessions on the carpet are mostly of an appropriate length and well focused although they occasionally continue for too long, for example in numeracy. Pupils are often given set times in which to complete a task and staff adhere to these, thus ensuring pupils' concentration and attention. The teachers circulate round their classes giving individual help when required. The support staff are very clear about their role in the classrooms and work very closely with class teachers, often with a specific group of pupils in each session. Plenary sessions are useful and productive and of an appropriate length. They provide an opportunity for pupils to demonstrate what they have learnt and provide useful assessment information for teachers through their use of pertinent and focused questioning.
- 8 Pupils with special educational needs are taught very well. Teachers plan suitable work and mark it carefully to ensure progress. During sessions on the carpet teachers take care to ask appropriate questions and check understanding. They structure, explain and support activities well, varying the deployment of adults so that pupils

with special needs receive specialised help from the class teacher as well as support staff. Classroom assistants, nursery nurses and volunteers give good support in the classroom and liaise well with class teachers to maximise their effectiveness. All staff know the abilities and needs of their pupils well, and have high but realistic expectations of their behaviour and progress. Success is praised at every stage.

- 9 Teachers continually assess pupils work by the use of relevant questions in class. They also make very detailed on-going formal assessments, particularly in the three main core subjects and these influence future planning. Most marking takes place with the pupils in the classroom and is constructive with teachers giving clear oral guidance as to how work might be improved. The marking of work is thorough and up to date and gives practical and useful suggestions or advice. Praise and encouragement are used appropriately.

26 **The curriculum and assessment**

- 10 The curriculum for children under five is very good and allows them to make very good progress. It is based on the Desirable Learning Outcomes for Children under Five and in the reception classes is extended by topics which expand these requirements and provide an appropriate introduction to the National Curriculum. The curriculum provides appropriate breadth, balance and relevance in all the areas recommended. Children in the nursery and the reception classes also have regular access to a secure outdoor garden area with large wheeled toys and a specially designed climbing frame. This represents a considerable improvement since the last inspection, when there were some reservations about the outdoor provision. The curriculum very effectively promotes children's intellectual development so that there is a smooth transition towards work in the early stages of the National Curriculum. The curriculum for pupils in Key Stage 1 is very good and clearly meets the requirements of the National Curriculum in all subjects, including the core subjects of English, mathematics, science, information technology and religious education.
- 11 Since the time of the last inspection considerable improvements have been made in all areas of the school's curriculum planning. The school has made appropriate adjustments to allow for the increased focus on literacy and numeracy whilst enabling each subject, except for information technology to receive sufficient curriculum time in order to maintain breadth and balance. At present, pupils do not have sufficient time to consolidate and extend their information technology skills. In addition to National Curriculum requirements there is very good provision for pupils' personal and social development and health education, sex education and drug awareness.
- 12 Curriculum provision and teachers' classroom management ensures good equality of access and opportunity to appropriate and worthwhile tasks for all pupils. In all classes work set is relevant to pupils' abilities and prior attainment. There is a comprehensive policy for equal opportunities which underpins the school's successful promotion of opportunities for all and its opposition to racist attitudes.
- 13 The provision for pupils with special educational needs is very good and complies fully with the Code of Practice. Pupils with special educational needs receive a broad and well-balanced curriculum, and staff ensure that pupils have access to all subjects. Individual education plans are written well and contain specific targets for pupils to work towards and learning is built on step by step. They are constructed carefully and are very effective in measuring and recording progress. The school is very successful in ensuring that the curriculum provided for pupils learning English as an additional language meets their needs. Pupils receive good support from a specialist teacher.
- 14 Good quality, comprehensive policies and schemes of work are in place for all subjects except design and technology. They have all been re-written or modified to meet the school's requirements. Comprehensive medium term plans show how activities will progress as pupils move through the school and are well-focused and useful documents. Learning objectives are defined well and interestingly planned tasks match the abilities of all pupils. The format for planning is detailed and uniform throughout the school. The plans are effectively monitored by the subject co-ordinators who provide good support for colleagues. The hard work, commitment and dedication of the staff have led to a high level of improvement in the school's curriculum. Teachers use planning documents well to ensure that pupils are given progressively more demanding work. Teachers are continually considering the next step in pupils' learning and this has a major impact on pupils' progress and attainment.

- 15 There are many opportunities for pupils to become involved in a wide range of activities, which enhance and enrich their learning. Pupils make a variety of visits to support curriculum topics, for example to the museum of childhood in Bethnal Green to enjoy work in science, history and geography. They also make visits to the local library and shops as part of their topic work. The school is very aware of its place as part of an urban community and welcomes visits from friends of the school, the local services and Deen City Farm. These support topic work or personal and social education and enhance the curriculum.
- 16 The school provides a satisfactory range of extra-curricular activities. These currently include country dancing and a recorder club is due to start after Christmas. These activities help pupils' personal and social skills and promotes their intellectual development.
- 17 At the time of the last inspection, assessment was considered to be strength of the school. This is still the case for most subjects, although there is no whole school agreement on how information technology is assessed. The school has good procedures in place for assessing pupils' work in other subjects and uses these well to plan future activities. Assessment includes regular mathematics, science and English assessment tasks as well as the National Curriculum tests in Year 2. There are portfolios of individual pupils' work in many subjects although these are not consistently assessed against National Curriculum attainment targets in all core subjects in all classes. This limits their usefulness in those few classes where National Curriculum criteria are not used. The nursery has very detailed and comprehensive records of children's achievements. There is a baseline assessment in place, which provides a good picture of reception pupils when they start school. This is then analysed carefully to provide information against which to measure pupils' progress.
- 18 As pupils progress through the school, their work in many aspects of English, mathematics and science is fully assessed and judgements are made about what pupils know, understand and can do. Teachers make good use of assessments to plan work, which meets pupils' individual needs. Teachers set useful targets for improvement in English and mathematics. Target setting is an effective strategy allowing teachers to judge the rate and quality of progress being made by pupils. Good systems are in place for assessing pupils with special educational needs and to identify pupils, who need additional help with literacy and numeracy
- 19 All the teachers are conscientious and diligent about record keeping which contains good detail about progress made and areas requiring further reinforcement. They meet regularly as a staff to moderate and level pieces of work for the individual pupil portfolios. These not only provide a good record of work completed but also illustrates how work develops appropriately within subjects, in terms of content and difficulty. The quality of marking is good and generally thorough, with comments that give praise and aspects to improve. The very detailed reading records clearly indicate pupils' strengths and details ways to improve. The management of this is very rigorous and helps to raise attainment and accelerate pupils' progress. The school keeps individual records which tracks the progress each pupils makes from the nursery right through to the end of Key Stage 1. Consistency in assessment is provided by the use by teachers of performance criteria suggested in documentation from the Quality and Curriculum Authority.
- 20 The analysis of National Curriculum tests is thorough and is used to identify trends and the progress made, for example, by pupils with special educational needs or by boys or girls. Current assessment provides very reliable information to enable the Headteacher and the governing body to make strategic decisions and to set targets for pupils to achieve. Realistic targets are set for literacy and numeracy.

37 **Pupils' spiritual, moral, social and cultural development**

- 21 Pupils' moral, social and cultural development are very good; there is sound provision for pupils' spiritual development.
- 22 The school has a well-considered policy and programme for collective worship, which sets out coherent themes, usually carrying a moral or message which pupils can readily understand. Pupils are expected to enter assemblies in a well controlled, disciplined way. There is some time for pupils to reflect on what they have heard, but there is

little guidance to enable pupils to use these times of silent reflection to maximise their sense of self-knowledge. Assemblies themselves do not appear to promote strongly pupils' spiritual development. During the school day opportunities to draw pupils' attention to the spiritual element of life's experiences or deepen their appreciation of the world beyond themselves, are sometimes missed, although there are occasions when this occurs. For example Year 2 pupils listened in awe while their teacher told them the story of the Lion, the Witch and the Wardrobe, and in a science lesson Year 2 pupils reflected on how certain sounds made them feel. Religious education lessons contribute to some extent to pupils' spiritual development by giving pupils an understanding of Christianity and the world's other major religions.

- 23 Provision for pupils' moral development is very good. There are clear classroom and playground rules which are understood and respected by pupils. Teachers and other adults in the school set good examples to the pupils, and use calm strategies to establish order. The atmosphere of trust and the quiet working atmosphere contribute to pupils' very clear understanding of right and wrong, their ability to recognise acceptable and unacceptable behaviour and to take responsibility seriously. Circle time sessions throughout the school provide pupils with worthwhile opportunities to consider others' points of view.
- 24 The pupils' social awareness is very effectively encouraged in a variety of ways. From the time they start school, pupils are encouraged to develop independence. The well-established routines and consistent expectations across the school are effective in giving them a sense of security and developing their self-confidence. In lessons teachers provide regular opportunities for pupils to work together and encourage them to share resources and exchange ideas. The level of co-operation, friendship and respect between pupils is evidence of the school's success in developing their social skills. The school has devised and implemented its own well-structured programme in citizenship, allowing pupils the chance to gain an insight into their rights and responsibilities to their community. Further opportunities for social development are provided through the range of responsibilities which pupils, especially those in Year 2, are expected to carry out. These include returning registers to the office and duties in the classroom, and - in the case of older pupils - helping younger ones at lunchtime. The pupils in Year 2 also provided the inspiration for and most of the material for their highly original theatrical production at Christmas.
- 25 The opportunities for extending pupils' cultural awareness are very good. These include the effective use of visits, for example to Ashburton library and local museums. There are several visitors to the school including theatre groups, puppet shows and a storyteller. Pupils learn about music by different composers and from different cultures through their music lessons and in assemblies. In religious education lessons pupils have the opportunity to learn about the beliefs and traditions of other cultures. Year 2 pupils have recently designed Rangoli prayer mats and Year 1 pupils have written about the significance of Diwali. The range of fiction and non-fiction book with multi-cultural themes has been widened since the last inspection. Cultural diversity is strongly featured in attractive displays around the school.

42 **Support, guidance and pupils' welfare**

- 26 The school's provision for the support, guidance and welfare of its pupils is very good overall, with excellence in some areas. The high standards observed during the last inspection have been maintained.
- 27 The staff know the pupils well and work together to provide each child with a secure and happy environment for learning. There is a strong caring ethos in the school and pupils are treated with respect and valued as individuals. Those starting school for the first time have numerous opportunities to visit the school before they begin. The school has developed very good formal and informal assessment procedures to monitor the academic progress of all pupils, including those with special educational needs. Targets are regularly set to improve pupils' performance. There is good liaison with the receiving junior school, which includes passing on pupils' records, visits and joint Years 2/3 assemblies in the summer term.
- 28 There are excellent procedures for monitoring and promoting discipline. The school places emphasis on high standards of behaviour and in developing pupils' self-esteem and self-confidence. There are well-structured procedures to encourage good behaviour which are carried out consistently throughout the school. Praise and encouragement are used to reinforce positive attitudes. Good work and behaviour are rewarded through inclusion in the 'Gold Books' in each Year 1 and 2 class and in Friday assemblies, and appropriate sanctions are applied when considered necessary. Pupils in the Reception class complete behaviour tracks. The pupils' strong sense of self-discipline is testament to the success of the school's approach to their conduct.

- 29 The procedures for monitoring attendance are very good. Attendance records are well kept; absence is investigated promptly and parents are regularly reminded of the importance of regular attendance and punctuality. Where a pupil's attendance is a cause for concern, the educational welfare officer is appropriately involved.
- 30 There is a positive approach to health and safety and the school carries out regular safety inspections which are then reported on to the governing body. Four members of staff are qualified in first aid and any incidents and injuries are appropriately recorded. The playgrounds are well supervised at all times. Fire appliances are checked and recorded and regular fire drills are held - the issue on the implementation of fire drills, arising from the last inspection report, has been fully addressed. The school has developed a comprehensive and impressive programme for pupils' personal and social education which promotes their awareness of personal safety and hygiene, and extends their knowledge of the world around them, including the need to care for the environment. The child protection and personal safety policy is explicit and thorough, and the school has set up an appropriate preventative curriculum as well as a policy to cover procedures.

47 **Partnership with parents and the community**

- 31 Partnership between the school, parents and the community is good, and the well-developed links with parents contribute well to the pupils' learning. Parents are encouraged to become involved. They are invited to bring their children into school 15 minutes before the day begins, and this enables them to have informal discussions with class teachers, as well as having the opportunity to see their children's work. Many parents work but those who are able to help on a regular basis, for example with reading, are valued by the staff who use their support well. Other parents help by supplying resources and materials, and there is strong support for the social and fundraising events organised by the School Association. Most parents are interested in their children's education and work with them at home.
- 32 The quality of information provided for parents is good. The school prospectus and Governors' Annual Report are informative and well-presented. Details of the topics to be covered each term are displayed in the school for parents, along with information about forthcoming events. The school produces twice termly newsletters and useful guidance to enable parents to help their child with reading and mathematics. Parents are kept informed of their children's progress through formal consultations each term and an annual report at the end of the academic year. The reports meet statutory requirements, and although some information included in them is generalised and not specific to individual pupils, there is a helpful section indicating areas for development. Responses to the parental questionnaire indicate that most parents feel well informed about the progress their children are making, and find the school approachable if they have any concerns.
- 33 Pupils benefit from the school's good links with the community. They have regular visits to St Luke's church, Ashburton park and library, and around the local area. Visitors include representatives from the police, fire brigade and local churches. Especially popular with pupils was a visit from members of staff and several animals from Deen City Farm. At Christmas, older pupils sing to elderly people in nearby sheltered accommodation. Each year the school supports a local charity through a collection taken at the Year 2 Christmas production, this time raising £140 for the Demelza Children's Hospice. Throughout the year funds are raised for other charities such as the Poppy Appeal and RNLI. The school maintains good links with the junior school on the same site, and there are several occasions in the summer term when Year 2 pupils and Year 3 pupils from the junior school meet together for shared assemblies. Over recent years effective links have also been established with a number of local playgroups and nursery schools. There are no links with local businesses.

50 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

50 **Leadership and management**

- 34 The leadership and management of the school are very good. The headteacher provides clear educational direction for its work. In this, she is very well supported by the deputy headteacher and the senior management team. There is a clear management structure with well defined roles and responsibilities. This works most effectively, and sets the tone for the school's positive learning atmosphere and sense of community. With the

support of governors and a strong staff team, they have built on the school's strengths, identified in the last inspection report, in order to maintain and develop the quality of education that the school provides. Effective leadership and management are evident in the successful implementation of the national strategies for literacy and numeracy, the monitoring of teaching and pupils' attainment to ensure high quality, and in the thorough analysis of the school's performance in order to set targets for the future.

- 35 Co-ordinators make an effective contribution to the development of their subjects. This marks a significant improvement since the time of the last inspection. They review policy and resources, provide guidance to other staff and monitor teachers' planning. All co-ordinators have produced action plans for their subjects, outlining the planned development of the subject. This commitment to continued improvement is a major factor in the good progress and standards that are achieved. The staff work very well together, sharing ideas and supporting each other. This readiness to learn and to improve has a positive impact on standards throughout the school.
- 36 The governing body has developed a very effective structure of committees with clearly defined terms of reference. The chair of governors is committed to the school, has a clear knowledge of the role and responsibilities of the governing body and works very well in close partnership with the headteacher. He is well supported by the rest of the governing body who are equally committed to the school. The school has a termly 'governors' day' when individual governors visit the school to see it at work. Regular meetings are held to keep governors fully informed on all matters relating to the school. The governing body is suitably focused on the important issues of maintaining high standards, pupils' progress and ensuring value for money.
- 37 The school has clear aims and values, which are consistently reflected in the school's policies and practice. There is a very good ethos, pursuing high standards across a broad and interesting curriculum and encouraging enjoyment in learning. The positive ethos is also reflected in very good relationships and a strong commitment to providing equal opportunity for all pupils to make progress. The enthusiasm and hard work of teaching and support staff create an interesting and stimulating environment for the pupils.
- 38 Development planning is very good. The work of the school is planned in a realistic yet comprehensive school development plan. This is sub-divided into curriculum, building and finance areas with priorities identified within each area. There are good strategies for staff and governors to be involved in the formulation of the document. All have agreed the current priorities based on a considered review and audit of previous work. Action plans for each area are well constructed and include precise identification of strategies, time scales and monitoring. The plan is on schedule and is already being effective in raising standards in mathematics and English and in providing an improved work environment. There is an effective link made between courses and in-service training to school priorities.
- 39 The school's leadership and management have systematically addressed all the key issues raised in the last inspection report in order to secure improvement. Progress since that time has been very good. It has worked to raise standards. These were judged to be good at the last inspection; they are now very good. The quality of education, including teaching, shows a similar improvement. In other key areas such as the school's climate for learning and the management and efficiency of the school standards have also improved. As standards were high then this represents a considerable achievement. The school's very good procedures for monitoring teaching and planning, effective systems for analysing attainment and setting targets and continued commitment to high achievement indicate that it is very well placed to secure further improvement.

56 **Staffing, accommodation and learning resources**

- 40 There are a good number of suitably qualified and experienced teachers to meet the needs of the curriculum. They bring a range of interests and expertise to the school. A part-time teacher is employed to teach music. Teachers are conscientious and work together particularly well as a team. This ensures that pupils in parallel classes cover the same ground and everyone involved in the work of the school is working with a common purpose. The provision for pupils with special educational needs is good. Two teachers are employed to provide additional support in this area one of these teachers is also deployed to ensure that the needs of highly attaining pupils are also met. The school has a good number of well-trained classroom assistants who offer further effective in-class support and the reception classes benefit from having nursery nurses who provide high quality, knowledgeable assistance.

- 41 The arrangements for staff appraisal are good. The school has developed a regular system of annual interviews and target setting for individual teachers, which has been agreed with the governors. These meetings agree the focus for the regular classroom observations undertaken by the headteacher. The personal and professional development needs of staff are successfully matched to the whole school needs identified in the School Development Plan and the school is committed to a programme of ongoing professional development. Good records are kept of all courses attended by teachers and of school in-service training. These procedures for continually developing teachers' skills and expertise are good. There are good arrangements to support those new to the school. Newly qualified teachers attend courses run by the local education authority and are given time for preparation and to observe their colleagues. Appropriate training is provided for support staff and midday supervisors.
- 42 The accommodation is good and allows the curriculum to be taught effectively. Since the last inspection the accommodation has been enhanced by the provision of a well-equipped nursery which has provision for wet and dry activities as well as 'quiet' and 'noisy' rooms. In the main building classrooms are spacious and there is a well-stocked library. The hall is relatively small and does not easily accommodate all the pupils. The site is shared with the junior school and includes a field as well as playground space which is limited for the number of pupils in the school. Since the last inspection the school has sought to improve the playground area by providing facilities to stimulate creative and imaginative play. The school is currently investigating the possibility of acquiring some adjacent land with a view to extending the play area.
- 43 The quality of resources is good in most subjects. They are very good in music. In English they have significantly improved since the last inspection, particularly in the range of fiction books and in the provision of multicultural books in the school library. There are satisfactory resources for the teaching of mathematics, religious education and design and technology. Resources are barely adequate for information technology, although they have been improved since the last inspection. The small numbers of machines means that pupils have limited opportunities for regular access and 'hands on' experience of using computers.

60 **The efficiency of the school**

- 44 Financial planning is very good. The process involves all members of staff in determining curricular and other priorities. There are appropriate meetings between the headteacher, chair of governors and the chairs of committees, prior to a budget setting meeting of the finance committee, in order to discuss and confirm priorities for the coming year. All planning is linked to long term objectives and initiatives in line with the school development plan. The governors are fully involved in the process and make many key decisions, such as that to maintain the employment of a nursery nurse in every reception class. All aspects of the school's budget are reviewed regularly by the headteacher, and the governing body. There are detailed costings for the current financial year. The plans include criteria by which success will be judged and these help the school to measure cost effectiveness.
- 45 The governing body has a finance committee which discusses all elements of the budget and related issues and makes regular reports and recommendations to the governing body of the school. The day to day administration of the budget is undertaken by the administrative officer who has a very good understanding of the school's needs and the systems used. She is well supported by the headteacher who works closely with her but who is able to leave this aspect of school life to her thus being free to concentrate on standards and quality of education issues. Some office duties, for example, those relating to school dinner money, are undertaken by the clerical officer which helps to maintain the smooth running of the school.
- 46 The most recent audit, which was of the 'spot check' variety, found most procedures to be sound and made only a few minor recommendations. These have all been addressed effectively. The school recently undertook an independent audit which was very thorough and found its accounts and procedures to be of high quality.
- 47 Teachers and support staff are generally very well deployed in line with their experience and expertise and provide a good quality of education for pupils. The deployment of supply staff during the inspection was

appropriate and received very good support from the nursery nurse to enable her to fulfil the role effectively. There are year group leaders with promotional points and all staff, except those who are newly qualified, carry some co-ordinator responsibilities. They carry these duties out effectively and efficiently. The headteacher carries out the role of overall curriculum co-ordinator extremely effectively monitoring classwork on a regular basis and working alongside teachers and pupils. The information gathered by these visits is used to help set targets for the future and represents a very good use of time. Funds allocated for pupils with special educational needs are well used in the provision of well qualified support staff who are able to provide well focused tasks in small groups. Higher attaining pupils also receive additional support in mathematics small focus groups. Pupils for whom English is an additional language are well provided for.

- 48 Accommodation is used very well. The classroom areas are of a reasonable size and the school has utilised every inch of space. The library has been made as attractive and appealing as possible to the young readers and is very well used for music and television as well as classes having timetabled 'library' use. The nursery garden and play area is particularly well used and children from the reception class have regular opportunities to use the large wheeled toys and specially built climbing frame in order to develop their physical skills and co-ordination. Resources are kept in many rooms around the school which provide well used storage space for specific subject artefacts. They are very well labelled and accessible. The playgrounds, although small and barely adequate, have been enhanced by being marked out for games and are well used.
- 49 The school has a wide range of good quality resources which are used well. The exception to this is the use of the computers which are not used to their full potential. The quality of teaching is very good and pupils' attainments are above average overall. The pupils have very good attitudes towards their work and their personal development is very good. However, the expenditure per pupil is high. Taking all these factors into account the school offers good value for money.

66 **PART B: CURRICULUM AREAS AND SUBJECTS**

66 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 50 At the time of the inspection there were ninety-nine children under the age of four attending part time in the nursery. There were one hundred and twenty children under the age of five, attending full time in the four reception classes. The quality of provision for all these children is very good and one of the school's many strengths.
- 51 Attainment on entry to school is in line with that expected of most four-year-olds. The children make very good progress in language and literacy and in their personal and social development. They make good progress in all the other areas of learning for children of this age. Consequently, the majority of children reach the nationally recommended desirable outcomes before their fifth birthday. In the areas of personal and social development and language and literacy, a significant proportion exceed the expectations for this age. Towards the end of the reception year most children are working in the early stages of the National Curriculum. All children are prepared very well to start work on the Programmes of Study for pupils in Key Stage 1.

Personal and social.

- 52 The personal and social development of children under the age of five is very good and this is a strength of the provision in the nursery and in the reception classes. The transition from home to nursery, and from the nursery to reception is very well planned. As a result children settle in happily and learn nursery and reception class routines very quickly. Children under four in the nursery are very efficient and effective organisers and tidy up the nursery with vigour and determination. Although they have only been attending for a few weeks they know exactly where all the resources are kept and take pride and pleasure in putting equipment away carefully. They are confident in selecting their own play activities in the nursery and are learning to share and take turns.
- 53 Children in the reception classes have learnt classroom routines very quickly. They know that there are times when they must sit quietly such as in assemblies or when listening to a story. They understand that limited numbers are allowed to play in the Christmas home corners and will happily occupy themselves with another activity while waiting for their turn. They put equipment away carefully and help to tidy up, sometimes without being asked. Almost all children dress themselves independently for physical education and all can manage their personal hygiene. Behaviour is consistently very good whether playing together in the role-play areas, using computers in pairs or engaging in practical activities such as construction, sand or water. They share, take turns and play together happily and confidently. Children relate positively to adults in the classrooms and are keen to talk about what they are doing.
- 54 The children's personal and social development is very well promoted by the staff who are kind and caring and infinitely patient and who work together very well. The very good teamwork between teachers and nursery nurses has a very positive effect on standards achieved and the quality of education provided. Teachers in the nursery and in the reception classes know the children well through carefully planned home visits. They have very high expectations for independence and behaviour. Children are constantly encouraged to become socially independent by fastening their own coats and by collecting and putting away their own equipment. The staff expect the children to put their own aprons on and encourage all the children to manage their personal hygiene. The very good teaching ensures that the children in the nursery and in the reception classes are learning to play and co-operate with other children very well.

Language and literacy.

- 55 Provision for language and literacy is very good. Nearly all children are achieving the expected standards for their age with a few achieving higher standards. In relation to their attainment on entry, most children make very good progress in acquiring speaking, listening, reading and writing skills. Teachers and nursery nurses take every opportunity to encourage children to communicate. A wide range of interesting and stimulating activities are planned in the nursery to encourage children's early literacy skills. For instance, staff record children's comments about their mummy or daddy to illustrate the connection between spoken and written English. Children are expected to listen to stories and to predict what will happen next.

- 56 Children in the reception classes, listen attentively to stories and familiar rhymes, often responding with humour. They talk about their recent experiences, many expressing their ideas clearly and some replying to questions at length! They are learning initial sounds through practical activities that help them distinguish between capital and small letters. Children enjoy learning their sound and word of the week and are keen to identify them in texts. The higher attaining children can confidently predict or identify the rhyming words at the end of the line in poems. All children are interested in books and enjoy sharing them with adults, holding the book and turning the page appropriately. Most can recognise some simple words they have practised. Higher attaining children can read simple text and discuss a story with understanding.
- 57 The quality of teaching is very good in language and literacy in both the nursery and in the reception classes. In the nursery, books used for story telling are selected very carefully to ensure that they match children's different levels of comprehension. Teachers makes good use of literacy sessions to raise the children's attainment and progress in speaking and listening, reading and writing because they have a good understanding of how young children learn and an enthusiasm which is successfully conveyed to the children. There are high expectations for the children and teachers work hard to ensure that they are all kept busy and little time is wasted. There is also good use made of resources such as Big books to encourage and interest the children. Teachers use good intonation and clear diction when reading aloud, which provides a very good role model for pupils' own reading. In both the nursery and reception classes a very good range of practical activities is provided to follow up class discussions.

Mathematics.

- 58 Provision for mathematical development is good. Most children are attaining at a level expected for their age with just a few attaining higher standards. Children make good progress in comparison to their attainment on entry to the school. In the nursery, children are learning about numbers by identifying and opening the correct door on their advent calendar. All the pieces of duplo are individually numbered so that pupils learn to recognise the numbers and are also able to identify correctly the box in which they should put them away. They are learning how to estimate by selecting the correct size wrapping paper in the role-play post office.
- 59 Almost all the children in the reception classes recognise numbers up to 10 and higher attaining children count the number of children in the class confidently and correctly. They solve simple number puzzles posed orally by the teacher related to everyday situations, such as are there more children having packed lunches or school dinners. Children use small objects for sorting, sequencing and counting activities and join in rhymes, which reinforce their learning of sequences of numbers. The majority can name simple shapes such as square, circle and triangle. They can use beads to aid counting skills and also to devise a repeating pattern and explain the sequence.
- 60 Teaching is good. Planning is detailed. Nursery and reception teachers ensure that children have many opportunities to practise their developing mathematical skills in an exciting range of activities. The assessment of children's mathematical skills is very good. Teachers have an enthusiasm and vitality, which ensures that learning is exciting and stimulating for all children which, raises attainment and accelerates progress.

Knowledge and understanding of the world:

- 61 Provision to develop children's knowledge and understanding of the world is good. Most children are attaining at a level expected for their age. In relation to their prior attainment, all children make good progress.
- 62 Children in the nursery are encouraged to be curious about the world around them through a good range of imaginatively planned activities. For instance the children enjoy growing plants and bulbs, both indoors and outdoors, and they have watched ducklings hatching. The dedicated staff have arranged for farm animals to visit the nursery so that children can experience at first hand the joy of stroking an animal.
- 63 Children in the reception classes are keen to talk about their homes and families. When learning about the uses of electricity in the home, children are starting to use their developing literacy skills to talk about their observations and to record pictorially what they have discovered. The children show a keen interest in the computer and can use the mouse control with skill and confidence when using such programs as "My World." They have the opportunity to program robotic vehicles in order to carry out a sequence of commands.

- 64 Teaching is good. The early years staff skilfully provide a range of opportunities for the children to explore the world around them and skilfully encourage them to talk, draw and paint or model what they discover, using a range of materials.

Physical development:

- 65 The provision for physical development is very good. Children enjoy physical activities both in physical education lessons and when using large toys outdoors. Reception children move with confidence and awareness of others in the large space of the hall. They control their movements on the apparatus with skill. For example, they travel along a narrow bench with great concentration and effort, trying hard to keep their balance. They think of inventive ways to move such as crawling in and out of the apparatus and are proud to show off their achievement to others. During an outdoor physical education session in the nursery, the children demonstrated that they have a good awareness of space and other children and can successfully control their body movements when driving the wheeled toys around. The children are learning to have good control of writing and painting implements. They use construction materials confidently. They use scissors carefully and confidently, for example, when cutting out Christmas cards in the reception classes.
- 66 The teaching, which promotes physical development, is good. In outdoor play activities in the nursery, the staff participate enthusiastically and ensure that all children join in and benefit from the session.

Creative development:

- 67 Children are provided with a good range of opportunities to express their ideas and feelings through art, music, dance and play activities. As a result they make good progress and by the time they are five, most achieve the expected standards for children in this age group. They can use dry and wet powder paint and other media to represent in two and three dimensions what they see and their paintings are of a good standard. Children in the reception classes have used pastels and crayons to produce impressive self-portraits and have made effective stained glass Christmas decorations using tissue paper. Nearly all draw a recognisable figure with reasonable pencil control. Reception children respond very well to music in dance showing a good awareness of quick and slow music and how to interpret these into movements. They play imaginatively in the home corners which are currently Christmas houses, providing very good opportunities for useful life skills such as decorating the Christmas tree. The children in the nursery also enjoy exploring different art techniques and have produced some very individual Christmas decorations using paint and glitter. Nursery children made perceptive and mature comments when listening to Handel's Water Music. For instance, "It makes me feel floaty" and "I feel very sad inside."
- 68 The quality of teaching is good. In art, music, and in their play, the children show an increasing ability to use their imagination and to listen and observe carefully. A strength of the teaching in the nursery is the way in which staff value children's work and display it immediately, thereby raising self esteem and confidence. Nursery staff are very successful in allowing the child's own "natural creativity" to develop as they do not provide templates or a preconceived example of the finished work. The Nursery children are therefore confident to express themselves, which raises their self-esteem.
- 69 The nursery team keep very detailed records of children's achievements. This is continued in the reception classes. A wide range of good quality resources is available and the very carefully labelled storage of equipment such as pencils, scissors and paper ensures that children can select and return their own resources. Reception staff complete the local education authority baseline assessment, which provides a useful guide to children's attainment on entry to the infant school.

86 **English**

70 The results of the 1999 tests, at the end of Key Stage 1, indicate that standards in reading are above the national average and when compared with similar schools. Pupils' performance is well above average in writing both in comparison with the national average and with the level found in similar schools. Teacher assessments are in line with the national tests and they show that pupils also achieve above average standards in speaking and listening. Over the last three years, attainment in reading and writing has been above the national average.

71 Inspection evidence indicates that pupils in the Year 2 classes attain standards, which are well above those of pupils of a similar age. The school has improved the "about average" standards indicated in the previous inspection. Pupils read and write with confidence, fluency and understanding. Higher attaining pupils display an impressive interest in words and their meanings. All pupils have very neat, legible handwriting. Pupils with special educational needs receive very good support and their attainment is in line with the national average.

72 The school has successfully implemented the literacy hour in all classes, which is based upon careful consideration of the pupils' needs. Within the literacy hour due attention is given to reading and writing and speaking and listening and pupils are taught spelling structures, specific grammar vocabulary and punctuation which accelerates their progress in reading and writing.

73 In Year 2, pupils' attainment in speaking and listening is well above average and they make very good progress. In the Year 1 classes, pupils make very good progress in developing and extending their speaking and listening skills when discussing texts during the Literacy Hour. Pupils respond very well by listening carefully and asking relevant questions as to the precise meaning of specific words. Pupils' confidence in speaking in front of the whole class is consolidated and developed even further by pupils in the Year 2 classes having the opportunity to give oral presentations. Pupils choose a non-fiction book from the library and give a brief description to the rest of the class. One pupil was particularly praised for a very interesting description of Jewish celebration. In all classes, pupils pay close attention to what the teacher is saying and reply to questions with thoughtful comment and detail.

74 Pupils' attainment in reading is well above the national average and pupils make very good progress. Reading is given a high priority and pupils, in all classes, demonstrate good attitudes towards books. Pupils understand the difference between fiction and non-fiction books and know and use terms such as "author, blurb, illustrator and contents" correctly. The home/school partnership is a very successful feature of the reading programme and is much improved since the last inspection. Parents receive very useful booklets clearly detailing the most appropriate ways to help their child. A focus on the teaching of the letter sounds raises attainment and accelerates progress for all pupils, including those with special educational needs. By the time that they are seven, the higher attaining pupils read with accuracy and fluency, and can competently discuss the characters in a familiar story. Pupils develop a love of literature and pupils in the Year 2 classes discuss their favourite authors, such as Shirley Hughes with obvious enjoyment. Pupils are introduced to a wide range of authors and stories. Consequently higher attaining pupils show a good understanding of a range of texts and can refer to passages in books to support ideas. Pupils are able to use the library classification system to find non-fiction books. Time is set aside each day for pupils to read quietly and teachers regularly read to their classes from a good selection of fiction, poetry and information books, proving good role models with their own clear diction and love of literature.

75 Pupils' attainment in writing is well above average in comparison with the national average and pupils make very good progress. Pupils in years 1 and 2 produce an impressive range of work, which includes fiction, poetry, information, instruction and review writing. Most of this work is of a high standard, and pupils take a real pride in presenting their work carefully. Pupils in Year 1 demonstrate very good progress in their writing when they write several sentences using "th" words neatly and competently. They respond well to the consistent challenge to "have a go." Very good progress continues in Year 2 where pupils write reports about their

Christmas performance. Although some pupils find writing in the past tense difficult, they persevere and achieve a good result. Standards of spelling are good and pupils learn their weekly spellings conscientiously. Pupils are confident when using spellings in their writing and very good progress is maintained through their ability to check spellings in dictionaries and thesauri. Handwriting is taught in all classes, and pupils' writing is very neat and well formed. There is a consistent approach to this in all classes and teachers set a good example with their own neat, clear handwriting. There are some examples of pupils using information technology to skilfully word-process their writing.

76 Pupils' attitudes to learning are very good. They are very enthusiastic and work hard during their English lessons and in the literacy hour. They concentrate well and are very keen to produce good work. Pupils take a real pride in their work by presenting it neatly and carefully. In lessons they know what is expected of them and their behaviour is always good which raises attainment and accelerates progress. Pupils listen very carefully to their teachers and are confident when contributing to class discussions. They are very good at listening to other pupils' ideas. They enjoy supporting and helping each other and enjoy celebrating each other's successes. Older pupils can empathise with characters in stories and can express mature emotions. They demonstrate a joy and love of literature.

77 The quality of teaching is very good. Teachers show great confidence and good knowledge and understanding of English. Teachers' expertise in teaching drama has improved since the last inspection. This was evident in a Year 1 circle time. The teacher skilfully inspired and motivated the pupils through her own acting talent to mime the contents of a "magic box". Teachers inspire the pupils with their interest and enthusiasm and provide excellent role models with their superb story reading skills. Lessons are planned very carefully to build on pupils' existing knowledge and experiences. All teachers make very good use of question and answer sessions to develop pupils' speaking and listening skills. They have high expectations of what pupils can do and work is planned for different needs. Pupils of all ability levels are given challenging and interesting work, which is a considerable improvement since the last inspection when this was found not to be the case. Teachers maintain a brisk lesson pace and keep pupils busy. This is particularly evident in the literacy hour lessons where pupils waste no time in settling to group activities after sharing a class discussion. Teachers intervene well to consolidate and advance literacy skills. A strong feature of teaching is the skilful use of praise and encouragement, which does a great deal towards increasing pupils' confidence in all aspects of English but particularly in writing. The teachers value all pupils' contributions and there is often sensitive questioning of the least able which includes them fully in discussions. The individual target setting has a significant impact on the pupils' progress in specific areas such as presentation and punctuation. Homework is used effectively to support what the pupils learn in literacy hours.

78 The curriculum is very broad and balanced and meets the requirements of the National Curriculum and the National Literacy Strategy. Arrangements for monitoring progress in literacy are very good. Assessment of reading, writing and spelling is thorough and regular; difficulties are identified at an early stage so that extra support can be given. There is very good planning for the development of literacy skills closely linked to the National Literacy Strategy. The school is very aware of the importance of practising reading and writing in other subjects and very effectively links literacy skills in all areas of the curriculum. For instance pupils in Year 2 write interesting poems for Divali and write instructions for physical education games. Pupils make very good use of non-fiction texts in science and geography lessons.

79 The subject is very well managed and there are very useful guidelines for all aspects of English. Support staff are actively involved in lessons and are well prepared. They make a very useful contribution to assessment of pupils' progress. Resources for English are good and the library is well stocked with books on a range of subjects including many multi-cultural texts, which is an improvement since the last inspection. Books in the library have been recently reorganised by the hard working co-ordinator and are sensibly stored at an accessible level for small children. The use of information technology is still at an early stage in English, although pupils do have opportunities to word process their writing or practise their punctuation skills.

96 **Mathematics**

80 The results of the 1999 end of Key Stage 1 National Curriculum tests showed that a higher than average number of pupils attained level 2, the expected level for their age, with an average number of pupils reaching the higher level 3. Analysis of the results over a three-year period shows that results have consistently been above both the

national average and the average for similar schools. There is no significant difference in the attainment of boys and girls. Although over time girls have achieved slightly higher average results there are fluctuations between years and no consistent trend. The evidence of inspection confirms this. Overall standards in mathematics have improved since those reported at the time of the last inspection.

- 81 Pupils receive a well-balanced mathematics curriculum that provides coverage of all the required strands of the National Curriculum. An appropriate emphasis is placed on the development of numeracy, and teachers seek opportunities for pupils to utilise and consolidate their numeracy skills in other subjects.
- 82 Pupils of all abilities, including those with special educational needs, make good progress. It is particularly marked in the development of numeracy. The school is successfully implementing the National Numeracy Strategy and this is providing a clear structure for continued development in this area. Pupils learn to recognise numbers and to place them in the correct order. Most pupils can read and write numbers correctly and can count both forwards and backwards. They can recognise repeating patterns and are beginning to understand place value. By the end of the key stage pupils have a sound basic understanding of number and a good recall of addition and subtraction facts. Pupils can name common two and three-dimensional shapes, and almost all can describe their properties using correct mathematical terminology. Teachers plan work that is well matched to the range of ability within their class, thus ensuring that knowledge builds on what pupils already know and understand.
- 83 Pupils develop a sound understanding of fractions and can perform calculations involving the four rules of number, explaining the methods they use. They know for themselves when their answers are reasonable and have developed strategies for checking them. They measure accurately and are able to utilise their skills to support their learning in other subjects. Most pupils have a good knowledge of at least some of their multiplication tables,
- 84 Overall, standards in numeracy are good and pupils progress well because they are taught to think mathematically. Older pupils are able to describe their thinking using appropriate mathematical vocabulary, and higher attaining pupils use a range of strategies to solve complex problems. Suitable opportunities are provided for pupils to apply their mathematical skills through work in other subjects. Younger pupils engage in role-play, which includes 'shopping' activities. In history pupils increase their understanding of the number system by recording events on a time line and work in science provides opportunities for accurate measuring and recording.
- 85 High standards are also apparent in other areas of mathematics. By the time pupils leave the school they have an understanding of symmetry and can present and interpret data in a variety of graphs, including pictograms and block graphs. They have a good mathematical vocabulary, which they use to describe their work.
- 86 Pupils' attitudes to learning are good. They enjoy the subject and work with enthusiasm. The majority sustain concentration appropriate for their age, and older pupils demonstrate high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and collaboratively. They treat equipment with care and share resources sensibly. The overall level of presentation is good, and teachers set high standards in this area.
- 87 The quality of teaching is good. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. It is a feature of teachers' planning that they cater well for all pupils, including not only those with special educational needs, but also the most able. Very good use is made of classroom assistants to support lower attaining pupils. Teachers know the pupils in their classes well and prepare thoroughly a range of suitable activities to allow all pupils to make good progress. The quality of teaching has a direct bearing on the high levels of attainment and the good rate of progress that are achieved. Teachers strike an appropriate balance between mental and written mathematics and recognise the need to encourage the pupils to learn certain facts 'by heart'. All teachers effectively develop pupils' mathematical vocabulary and make skilful use of questioning to probe and deepen understanding and to correct errors and misconceptions. The effective use of resources varies between individual teachers. Whilst most use them well there are occasions when available resources, such as number lines or number squares, are not utilised to aid pupils' learning. Teachers strike a good balance between whole class and group teaching, and reinforce what has been learned at the end of the lesson. Teachers regularly assess pupils' work and use this information well in planning further lessons and also in setting targets for individual pupils. The quality of marking is good.

- 88 In the assessment tasks at the end of Key Stage 1 in 1999 the number of pupils reaching the national standard, Level 2, was above average with a very high number of pupils attaining the higher Level 3. These results are high when compared with schools of a similar kind. These results are a significant improvement on those gained in the previous year when results were broadly in line with the national average, and in line with those obtained by pupils in similar schools.
- 89 In the last inspection attainment was above average and this inspection shows that standards have not only been maintained but improved upon since then. All pupils, including those with special educational needs, make very good progress and the work they have produced shows that they acquire a broad range of scientific knowledge as well as developing a high level of skills and understanding. The curriculum is built into half-termly topic work and enables all areas of the National Curriculum to be studied as pupils move through the school. In Year 1 pupils have learned about the senses. They can identify all five and the organs and features associated with them. They have used data about eyes to create graphs to illustrate eye colour in their own families. They have carried out investigations to try and differentiate between three flavours of crisps recording their findings in a number of ways – pictorial, graphically and written. Pupils have investigated light sources. They understand that the sun is a major light source and that the moon is not. They can explain that it is not possible to see shiny paper in the dark because there is no light; and have classified materials in a number of ways and arrange them into sets. Earlier in the term pupils in Year 2 learned about electricity and constructed series circuits incorporating lights, switches and buzzers. Pupils also devised ways of testing a range of materials for conductivity. During the inspection they investigated a range of sounds made by a variety of musical instruments. They experimented and discovered that there may be more than method of playing some instruments. They understand that sound diminishes the further you are away from it and have a rudimentary understanding of sound waves.
- 90 All pupils show an enthusiasm for science and an eagerness to learn. They participate readily in discussion from an early stage and pupils ask and answer questions confidently. Relationships between teachers, support staff and pupils are very positive and make a significant contribution to the standards achieved. Pupils are very attentive when the teacher is teaching. Pupils learn to work independently from an early stage and co-operate very well together. When deciding how to investigate their instruments they discussed how they would organise the test and record their findings, considered a range of options and made a decision. They all then took turns at carrying out the test. Pupils select the resources carefully that they need for an investigation and treat them with due respect. Pupils record their work carefully and take pride in the presentation of it.
- 91 The quality of teaching is very good, which enables pupils to make very good progress. In all lessons observed it was at least good with some very good teaching observed. Teachers are confident and knowledgeable when teaching science. The planning for every lesson is meticulous and all sessions have a clear structure. Lessons always begin with an appropriate recap of what was learned in the previous lesson and the ensuing lesson builds on this prior knowledge. Clear explanations are given to the pupils and health and safety issues are rehearsed where appropriate. The teachers have high expectations of their pupils both in terms of understanding, the ability to get work done and of behaviour. The pace of lessons is brisk. In all lessons the tasks set were appropriately matched to pupils abilities to ensure that all pupils are challenged. Pupils are expected to participate in lessons and ask questions. In the plenary work is conscientiously evaluated with the teacher asking questions such as ‘how did you...?’ ‘What happened when...?’ and expecting to receive logically well thought out scientific explanations. Pupils are expected to follow instructions carefully. Teachers are continually assessing the level of pupils’ knowledge both formally and informally.
- 92 The management of science is very good and the co-ordinator is enthusiastic and competent. The policy has been recently revised and the scheme of work gives due emphasis to the development of scientific knowledge and skills through practical investigation. The curriculum planned ensures that all areas of the National Curriculum are covered and teachers know exactly what they are supposed to be teaching and when, thus pupils make very good progress from the time they enter the school. Assessment tasks from the latest guidelines are being successfully incorporated in order to keep an on-going effective record of children’s progress. For all pupils there is an extremely comprehensive portfolio of moderated work, which not only provides a very good record of work covered but also helps teachers decide about the standards that pupils achieve. Effective monitoring takes place of

teaching and classroom practice, planning and assessment records.

109 OTHER SUBJECTS OR COURSES.

Information technology.

- 93 By the end of Key Stage 1 pupils are attaining standards expected for their ages, having made sound progress over the key stage. Pupils have appropriate knowledge and skills in all the required areas of information technology. In Year 2, pupils prepare their own pictures using good quality software and word process stories based on the imagery. This work is of a higher standard than that seen in similar Year 1 tasks, indicating the progress made over the year in learning particular key strokes as well as in the quality of language. The pupils use capital letters and full stops, and underline titles. Data is collected in Year 1 on the pupils' eye colours and their pets, and this information is plotted on graphs. Good quality colour print outs are then interpreted, showing for example, the most popular pet. All classes use the school's programmable vehicles: the youngest learning to send them just forwards and backwards; the older pupils confidently estimate distances and directions, and program routes along prepared roadways. Pupils have good knowledge of how to use cassette players with pre-recorded tapes and older pupils record their own discussions and presentations.
- 94 Too few occasions were observed where pupils were taught how to use computers to make a judgement about the quality of teaching, but the pupils' knowledge and skills indicate that teaching has been effective. Each class has its own computer and good quality colour printer; eight of the twelve machines are 'multi-media' and the remaining four are soon to be upgraded. This is a minimum provision and it is restricting the progress which could be made. For example pupils in Year 1 word process their news on just one occasion each term (working in pairs) because only the single machine is available in each room. The school classrooms do not currently have access to the Internet, although this is planned.
- 95 The subject is effectively managed, the task shared by two co-ordinators. The development plan for the past three years has been thoroughly implemented and a new plan is now in preparation. Curriculum planning is very good. The school prospectus clearly explains to parents what the three areas of communication, data handling and control and modelling are, and the school's scheme of work expands upon this overview. Learning outcomes for the pupils are stated, as are the activities which will enable these to be achieved, providing very useful guidance for all staff; appropriate software is named. The work is based on and linked to the National Curriculum programmes of study and progression is planned from the Reception class to the end of Year 2. For example in Reception, skills in the use of the mouse develop with dragging objects on screen and using the printer icon, in Year 1 the pupils learn to use a range of programs using icons and learn several important key strokes – 'back space' and 'return', and in Year 2 they select and change fonts, and browse CD ROM.
- 96 Assessment is at an early stage of development. Assessment records are kept in each class, but they usually indicate the frequency of use of a computer rather than achievement and the time spent. The developing portfolio of examples of work from each year group is providing a useful guide as to what can be achieved but this is not yet levelled against National Curriculum criteria.
- 97 Information technology was a relative weakness at the time of the last inspection with a lack of appropriate software and out of date computers. Good progress has been made over the past three years as the development plan has been implemented., although the number of computers is currently restricting the progress which could

be made.

Religious education.

- 98 Attainment in religious education exceeds the expectations of the locally agreed syllabus. The high standards that were reported at the time of the last inspection have been maintained. Pupils learn about Christianity, Judaism and Hinduism. They hear traditional stories from these faiths, learn about celebrations and festivals and the importance of faith and belief in the lives of many people. Pupils understand that while Britain is a mainly Christian country there are other beliefs and faiths. They know that a belief in God is a common factor in all the religions that they study, and older pupils are able to identify what is 'special' to a particular belief, for example, the importance of Jesus to the Christian faith. Pupils can name important religious figures and various places of worship.
- 99 Pupils, including those with special educational needs, make good progress. They develop a basic understanding of the traditions of other faiths. In Year 2 pupils learnt about the festival of Diwali. This involved the making of Diwali lamps. To aid pupils' understanding of other faiths visits are arranged to places of worship, such as the local church. Appropriate emphasis is placed on allowing pupils time to reflect on their own beliefs and to consider the beliefs of others.
- 100 Due to the timing of the inspection, all the lessons that were observed focussed on Christmas. However, it was evident from the displays around the school, discussions with pupils and an examination of past work that they have received a broad and balanced curriculum that fully meets the requirements of the locally agreed syllabus and prepares them well for life in a multicultural society.
- 101 Pupils demonstrate very good attitudes to their work. They listen attentively in lessons and are keen to answer questions. Their written work is carefully presented and they take a pride in what they produce.
- 102 The quality of teaching is good. Teachers have a sound knowledge and understanding of the subject and plan well to make their lessons relevant to the pupils' experience. For example, the story of Moses and the Ten Commandments led on to work on the importance of rules, and pupils devising their own 'special' rules. Teachers plan lessons that reinforce what pupils have learnt in other lessons. The designing of Rangoli mats was used to develop pupils' understanding of pattern and symmetry. The study of particular celebrations provides opportunities for high quality artwork. The theme of Christmas produced some particularly original depictions of the Nativity. Teachers set high expectations of the quantity and quality of work they expect and strike a good balance between direct factual teaching and pupil activity.

119 **Art**

- 103 Very few lessons were observed in art but collections of pupils' work and displays around the school show that they make good progress. The work seen demonstrates that art is used appropriately to support other subjects of the curriculum, such as geography and religious education. Observational drawings, by pupils in Year 2, of features seen on a walk around the local area use drawing skills which show some understanding of how shading and tone can be used to good effect. Designs for their own 'Rangoli' patterns show flair and imagination as well as developing sense of texture and design. Pupils can match colours and understand that if white is added to a colour a lighter shade of the same colour is obtained. This understanding is illustrated in some charming pictures of Christmas candles. Some pupils are developing a good understanding of proportion and their pictures are lively and imaginative showing a good use of tone and strong vibrant colours.
- 104 Pupils show appropriate care and attention to detail, and imagination when developing designs for Christmas tree decorations. They are learning to use a range of media successfully, for example the pupils in Year 1 were using egg boxes, tissue and crayons, pastels or wax crayons when creating pictures of 'The owl who was afraid of the dark'. Their drawings of light sources in contrasting black on white and white on black made a striking and effective display.

105 Teachers plan thoroughly in art and expect children to achieve high standards. These expectations are met in the quality of work produced by the pupils who respond enthusiastically to the stimuli provided. The full range of the subject is covered and pupils have the chance to experience drawing, painting, printing, collage, textiles and three dimensional work. The subject is well resourced.

Design and technology

106 No design and technology lessons took place during the inspection but evidence of pupils' previous work was scrutinised and discussions held with the subject co-ordinator. Photographs of paper and card, moving animal models, and castles indicate that pupils are developing appropriate 'design and make' skills with these materials. Colour and texture decisions were taken as the animals were made and suitable mechanisms selected, for example to enable bats' wings and castle draw bridges to move. The school has a very good range of construction apparatus, built up over many years, which is used to good effect by the pupils in imaginative, construction play. Sound progress is being made in the restricted range of areas the school is choosing to teach, but standards are not as high as reported at the time of the last inspection when a part time teacher taught the subject to each class and more time was able to be directed to the subject. The school's emphasis on literacy and numeracy has resulted in less time being spent on design and technology and the scheme of work is no longer relevant. It is included for review in the current school development plan. Classes in each year group do, however, plan their topics carefully together, ensuring that aspects of design and technology are taught. Few assessment records are kept of pupils and class achievements although the developing photographic record is a useful indicator.

123

123 Geography and History.

107 No history lessons and a limited number of geography lessons were seen during the inspection, so evidence is drawn from a variety of other sources, including the examination of teachers' plans and discussions with pupils. Despite having to modify the curriculum to incorporate the national strategies for literacy and numeracy, it is evident that the school is continuing to offer pupils a worthwhile learning experience in both subjects. Pupils have a good sense of where they live and its comparative place in England. They can describe features of their own locality, and identify which they like and which they do not. They understand that an area changes and develops over time, and some referred to what they had seen in a walk around the area to illustrate what they were saying. They appreciate that localities differ in different parts of the country, and are beginning to have some understanding that this affects the lives of the people who live there. Pupils understand the principles of maps, and recognise the importance of them when planning a journey. They make both real and imaginary maps themselves. They use maps and globes to identify places they have visited on holiday.

108 Pupils develop a good sense of the passage of time. They can distinguish between events that took place in the recent past and those that happened long ago. They are beginning to develop an understanding of why people in the past acted as they did. They use books and pictures to discover more about people and events in the past, and by the time they leave the school they can relate stories that they have heard, for example about Guy Fawkes and Florence Nightingale. They understand that the world in the past was very different from their own.

109 Pupils, including those with special educational needs, make good progress in both subjects. The curriculum is planned so that knowledge and skills are developed systematically as the pupils progress through the school.

110 Discussions with pupils showed them to be very enthusiastic and to enjoy their work. As few lessons were observed there is insufficient evidence to be able to make a judgement on the quality of teaching. Nevertheless, it is evident that pupils have been effectively taught many of the skills necessary to develop their skills and knowledge further. Teachers make good use of available resources. Coins and stamps are used to teach how historians seek evidence of the existence of various kings and queens and pupils are taught to use pictures and photographs, as well as books, as evidence of how the past differs from nowadays.

- 111 Pupils' make good progress in music. Singing is a strength of the school, and pupils have a wide repertoire of songs, which they sing with obvious enjoyment. All singing is tuneful and rhythmical, and words can be heard clearly. Strong emphasis is given to developing pupils' sense of rhythm. For example, in all classes, pupils clap rhythms for their names and other words and phrases and develop clapping patterns. In Year 1, pupils select appropriate instruments for the sounds they wish to represent and play them in different rhythm patterns to ask and answer questions. Pupils' listening skills are developing well. They identify the music being played in assemblies and know something of the composers. They are learning to appreciate music from other cultures and during the inspection were listening to and learning some carols from non-western cultures.
- 112 Pupils have positive attitudes to music. They participate enthusiastically in lessons, and are very co-operative with adults and each other. They enjoy singing, and playing instruments, and like to offer their opinions and make choices. They handle instruments with care, and are always ready to listen to advice on how to improve their playing.
- 113 Music is managed and taught well. The scheme of work for music provides a good framework for teachers' planning, and is appropriate for non-specialist teachers. The school has elected to employ a specialist teacher for the subject which ensures a consistency of approach and coverage of the curriculum. The school also benefits from an enthusiastic and knowledgeable co-ordinator who is keen to see the further development of the subject by introducing a recorder club after Christmas. Pupils also have some class lessons and enjoy and respond well to programmes such as 'The Song Tree' which further enhances their singing ability. There is a wide range of resources and pupils have regular access to tuned and untuned percussion instruments.

130 Physical education

- 114 A range of physical activities took place during the inspection and showed that all pupils make good progress, building upon their earlier experiences. The policy, scheme of work and planning are precise about the range of skills and levels of expertise that pupils in each year are working towards.
- 115 Pupils in Year 1 gain greater body control and can travel across the hall at various speeds, changing direction, height and pace to form a sequence of movements. For instance, they control their body movements very skilfully when dancing in response to the poem 'Twas The Night Before Christmas. Pupils in Year 2 make good progress in performing dance routines, which they use very effectively in their Christmas play. All pupils can clap on the beat and move to a set rhythm. They start and finish their invented dance movements on time, and evaluate each other's performances with sensitivity. They balance well on various parts of their bodies and make good progress when co-operating with a partner or a group. For example, when inventing their own games.
- 116 Pupils' attitudes to the subject are good. The foundations for positive attitudes are well established in the reception classes and encouraged throughout the school. Pupils are well behaved and listen carefully to instructions. They co-operate well with each other and are independent when handling apparatus, which they do safely from an early age. They appraise each other's work accurately and sensitively, and applaud good demonstrations. They take turns on the apparatus and are conscious of safety issues. They enjoy physical education lessons.
- 117 The quality of teaching is good. Lessons begin purposefully with a well-structured series of activities to encourage pupils to be conscious of the need to "warm-up." Pupils are given clear instructions about what is expected of them and are warmly encouraged to achieve high standards. There is a strong emphasis on giving of one's best. Teachers give specific feedback to pupils, which helps them to improve their movements. Support staff are sensitive in their work with pupils who are lacking in confidence, or have special educational needs and help them to succeed and make good progress.

118 The headteacher as acting co-ordinator is enthusiastic and receives the energetic support of like-minded staff. The policy and scheme of work provides good guidance to staff and ensures progression in skills across the school. The physical education apparatus is good quality and appropriately challenging for pupils. Small games apparatus and other equipment is good in both quality and range.

135 **PART C: INSPECTION DATA**

135 **SUMMARY OF INSPECTION EVIDENCE**

119 A team of 5 inspectors who spent a combined total of 21 days in the school undertook the inspection of Woodside Nursery and Infant School. During the course of the inspection the team observed 69 lessons in whole or part, attended daily assemblies, and acts of worship, observed registration periods and the ends of sessions, a time in excess of 54 hours. A sample of pupils from each year group was heard reading aloud and discussing their books. Pupils' behaviour in the playgrounds, at lunchtime whilst eating their meals, and around the school was observed and these times provided many other opportunities to talk to them. Discussions were held with members of the governing body, the headteacher and all the members of the teaching staff with responsibility for subjects and aspects of school life as well as members of the non-teaching staff. The team scrutinised minutes of the governing body and committee meetings, curriculum and other policy documents, teachers' plans, financial statements, samples of pupils' work from every class, pupils' records and attendance registers. Before the inspection 9 parents attended a meeting and the results of the 70 parents' questionnaires returned were analysed.

136 **DATA AND INDICATORS**

136 **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	355	2	95	72
Nursery Unit/School	50	0	22	0

136 **Teachers and classes**

136 **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	14.8
Number of pupils per qualified teacher:	24

136 **Education support staff (YR – Y2)**

Total number of education support staff:	16
Total aggregate hours worked each week:	315

136 **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	25

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

Total number of education support staff:	5
Total aggregate hours worked each week:	105

Average class size:	25
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136 **Financial data**

Financial year:	1999
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	£
Total Income	740175
Total Expenditure	739485
Expenditure per pupil	2054
Balance brought forward from previous year	27815
Balance carried forward to next year	28505

136 **PARENTAL SURVEY**

Number of questionnaires sent out:	290
Number of questionnaires returned:	70

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	52	44	3	1	0
I would find it easy to approach the school with	47	50	2	1	0

questions or problems to do with my child(ren)
 The school handles complaints from parents well

The school gives me a clear understanding of what is taught

The school keeps me well informed about my child(ren)'s progress

The school enables my child(ren) to achieve a good standard of work

The school encourages children to get involved in more than just their daily lessons

I am satisfied with the work that my child(ren) is/are expected to do at home

The school's values and attitudes have a positive effect on my child(ren)

The school achieves high standards of good behaviour

My child(ren) like(s) school

17	43	20	0	1
41	47	9	1	0
46	36	10	3	1
37	46	11	1	0
21	50	20	4	0
29	49	11	9	0
46	44	7	1	0
37	51	9	1	0
67	31	0	0	0

No other issues raised by parents on the questionnaire.