

# **INSPECTION REPORT**

**Edgware Infants and Nursery School**  
Edgware

LEA area : Barnet

Unique Reference Number : 101277

Headteacher : Mrs Kim James

Reporting Inspector : Mrs Jane Wotherspoon  
22199

Dates of Inspection : 18<sup>th</sup>-21<sup>st</sup> October 1999

Under OFSTED contract number: 706571

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

## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant School                                  |
| Type of control:             | County   |
| Age range of pupils:         | 3 to 7 years                                   |
| Gender of pupils:            | Mixed  |
| School address:              | High Street<br>Edgware<br>Middlesex<br>HA8 7EQ |
| Telephone number:            | 0181 952 1696                                  |
| Fax number:                  | 0181 951 3806                                  |
| Appropriate authority:       | Governing Body                                 |
| Name of chair of governors:  | Dr. Maureen Barnard                            |
| Date of previous inspection: | June 1996                                      |

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

| <b>Team members</b>                      | <b>Subject responsibilities</b>  | <b>Aspect responsibilities</b>  |
|--|--|---|
| Jane Wotherspoon<br>Registered Inspector | Mathematics<br>Art<br>Geography  | Attainment and progress<br>Teaching   |
| Moira Eminton<br>Lay Inspector           |  | Attendance<br>Support, guidance and pupils' welfare<br>Partnership with parents and the community<br>Staffing, accommodation and learning resources |
| Harold Galley                            | English<br>Physical education<br>Special educational needs<br>English as an additional language<br>Equal opportunities | Curriculum and assessment   |
| Maurice Leyland                          | Science<br>Religious education<br>History<br>Music   | Spiritual, moral, social and cultural development<br>Efficiency   |
| Janet Sinclair                           | Information technology<br>Design and technology<br>Under-fives   | Pupils' attitudes, behaviour and personal development<br>Leadership and management  |

The inspection contractor was:

Bench Marque Ltd  
National Westminster Bank Chambers  
Victoria Street  
Burnham on Sea  
Somerset TA8 1AN

Telephone: 01278 795022

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

### **Paragraph**

### **MAIN FINDINGS**

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

Characteristics of the school 1 - 3  
Key indicators

### **PART A: ASPECTS OF THE SCHOOL**

#### **Educational standards achieved by pupils at the school**

Attainment and progress 4 -15  
Attitudes, behaviour and personal development 16 -21  
Attendance 22 -25

#### **Quality of education provided**

Teaching 26 - 33  
The curriculum and assessment 34 - 42  
Pupils' spiritual, moral, social and cultural development 43 - 47  
Support, guidance and pupils' welfare 48 - 53  
Partnership with parents and the community 54 - 60

#### **The management and efficiency of the school**

Leadership and management 61 - 65  
Staffing, accommodation and learning resources 66 - 71  
The efficiency of the school 72 - 75

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

**Areas of learning for children under five** 76 - 84

**The Core Subjects** 85 -130

**Other subjects** 131 -161

### **PART C: INSPECTION DATA**

**Summary of inspection evidence** 162

**Data and indicators**

## MAIN FINDINGS

### What the school does well

- Pupils make a good start to school life in the Nursery
- Pupils make good progress in reading, writing and mathematics as a result of good teaching
- The school promotes excellent relationships and behaviour among pupils
  - Pupils are well cared for in an exceptionally supportive environment
- The school fosters a very strong partnership with parents, whose involvement is very good
  - The headteacher provides very good leadership and clear direction for the school's future development.

### Where the school has weaknesses

- Pupils' writing and speaking skills are slightly below average by the end of Key Stage 1
- There are too few planned opportunities to promote literacy and numeracy skills in other subjects of the curriculum
- Insufficient use is made of information technology in classrooms in Key Stage 1
- Teachers do not always state clearly what pupils will learn in lessons.

The school has many strengths and few weaknesses. These weaknesses will form the basis of the governors' action plan that will be sent to all parents and carers.

### How the school has improved since the last inspection

The school has maintained the positive features noted in the last inspection and built successfully upon them. Standards are monitored very carefully. Detailed assessments are made and targets are set for individuals and groups of pupils in reading, writing and mathematics. This is helping to raise standards. Results in end of key stage tests have risen year on year, and are now close to the average in reading and writing and above average in mathematics. Schemes of work were developed as required but changes to the curriculum have resulted in the school adopting new schemes in some subjects this term. These need further development. Collective worship now takes place regularly and is of a good quality. Overall the school has made very good progress since the last inspection. It has a very good capacity to maintain the improvement in standards whilst retaining its high levels of care and support for pupils.

### Standards in subjects

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

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

This table shows that, in the most recent tests, standards in reading and writing were

below the national average, but in mathematics standards were above average. In reading, the proportion of pupils achieving the expected Level 2 was the same as the average figure and slightly more pupils achieved the higher Level 3. However, many pupils achieved Level 2C, the lowest Level 2, and so standards were below average overall. In writing, although the proportion of pupils achieving Level 2 was the same as the national figure, no pupils achieved Level 3 whereas eight per cent did so nationally. In mathematics, the proportion achieving Level 2 was the same as the national figure but because more pupils achieved the higher level, Level 3, standards were above average overall. Standards were higher than average when compared with similar schools based on the number of pupils who have free school meals. Results in 1999 showed significant improvement on those of 1998, particularly in writing. Current Year 2 pupils are achieving levels that are similar to those expected for their age in reading and mathematics. Writing and speaking skills are below expectations. Standards are average in science and meet expected levels in information technology and religious education. Despite making good progress in the Nursery, many pupils do not achieve the standards expected by the time they enter Reception classes.

### Quality of teaching

| Teaching in:           | Under 5      | 5 - 7 years  |
|------------------------|--------------|--------------|
| English                | Good         | Good         |
| Mathematics            | Good         | Good         |
| Science                | N/A          | Good         |
| Information technology | N/A          | Satisfactory |
| Religious education    | N/A          | Good         |
| Other subjects         | Satisfactory | Satisfactory |

Teaching is good overall. It was satisfactory or better in 94 per cent of lessons and was good in well over half the lessons seen. Teaching was very good in 14 per cent of lessons. Many of the strengths noted at the last inspection have been maintained. Very good management, organisation and discipline are consistent features of lessons. Teaching is strong in English and mathematics, where planning is good and teachers provide stimulating and challenging activities to meet the needs of pupils of different abilities. Teaching is satisfactory in the other subjects of the curriculum. Here, lesson planning is less rigorous and not always clearly focused on what pupils are expected to learn. This weakness in planning is a feature in the Reception classes where the long afternoon sessions often lack a clear focus. The teaching in the Nursery is consistently 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                                       | Excellent in and around the school. Pupils are polite and courteous.   |
| Attendance                                      | Satisfactory overall. Unauthorised absence is higher than average because a small number of parents take their children out of school for unacceptable reasons. Most pupils are punctual.  |
| Ethos*  | Outstanding. Pupils have very good attitudes to their work and enjoy excellent relationships. Racial harmony and mutual respect is promoted strongly.  |
| Leadership and management                       | Very good overall. The headteacher provides a strong lead to the school's work. She is supported well by governors and staff who share her sense of commitment to improving standards.   |
| Curriculum                                      | Good overall. Planning in some subjects needs further development. Personal, social and health education is a strength of the school. Assessment procedures are very good in English, mathematics and science. This information is used effectively in planning. |
| Pupils with special educational needs           | Good provision enables these pupils to make good progress against their individual targets.  |
| Pupils with English as an additional language   | Good support is provided to help pupils develop their English language skills.   |
| Spiritual, moral, social & cultural development | Very good overall. Moral development is excellent, social and cultural development is very good.   |
| Staffing, resources and accommodation           | A very good level of staffing ensures that pupils receive effective support. The accommodation and resources are used well to provide a stimulating learning environment.  |
| Value for money                                 | Very 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

- Staff at the school are approachable and parents are encouraged to get involved with school life
- The school keeps parents informed about what is being taught and how well their children are doing
- The school promotes positive values and attitudes
- Their children are happy at school.

### What some parents are not happy about

The vast majority of parents who completed the questionnaire were positive about all aspects of the school's work and there were very few negative responses. Inspectors endorse these views of the school.



## **KEY ISSUES FOR ACTION**

In order to raise standards generally and, in particular, to sustain the rising trend of improvement in English and mathematics the school should:

provide more planned opportunities for pupils to develop their skills in speaking, reading, writing and numeracy in other subjects of the curriculum; Paragraphs 10, 14, 40, 89, 90, 108, 114, 128, 142, 148.

extend the use of information technology in classrooms to support pupils' learning in other subjects and particularly to promote writing skills; Paragraphs 11, 89, 114, 121.

improve the quality of lesson planning, in Reception classes and in those subjects where new schemes of work have been introduced recently, to ensure that teachers identify exactly what they expect pupils to learn. Paragraphs 28, 31, 34, 37, 84, 116, 121, 122, 130, 134, 155.

Other less important weaknesses, such as giving a higher profile to experimental and investigative skills in science and developing assessment in other subjects, have already been identified by the school and incorporated into the comprehensive school development plan.

## **INTRODUCTION**

### **Characteristics of the school**

The school serves an area which is racially, culturally and socially diverse. Children are admitted to Nursery in a phased introduction at the start of the academic year in which they are four but with a gradual introduction phased over several weeks. They move to the Reception classes at the start of the year in which they reach five. Since the last inspection the Nursery has expanded and now caters for 78 part-time pupils. At present, there are 217 full-time and 113 part-time pupils because the youngest Reception pupils attend part-time for the first term. Attainment on entry to the Nursery is well below average overall. A significant number of pupils have limited language skills. Approximately a quarter of pupils achieve or exceed a baseline assessment score that is similar to the local authority average when they join the Reception class. However, a significant proportion of entrants to the Reception year achieve well below average levels. A high proportion of pupils, over 40 per cent, do not speak English as their first language. Approximately half of these pupils are targeted for additional language support. Just over 35 per cent of pupils are eligible for free school meals; this figure is above average and reflects the unfavourable socio-economic home situations of many pupils. The proportion of pupils entered on the school's register of special educational needs is higher than average at 30 per cent. Thirteen pupils have received support from external services and one pupil has a statement of special educational need. The majority has speech and communication or specific learning difficulties.

The school's aims, as published in the prospectus for parents, are as follows:

We aim to provide a happy, secure and challenging environment where all children are able to develop their talents , knowledge and skills.

We encourage the children to respect themselves, each other and the environment in which they live.

We ensure that all children achieve their full potential in all areas of the curriculum.

We encourage children to become independent learners by providing a high quality education for all.

We will achieve this by providing a broad, balanced and differentiated curriculum.

We create a positive atmosphere that supports the development of cultural and personal identities.

Our school is well resourced, bright, colourful and stimulating. We value the participation and support of parents and carers in the education of their children.

By fostering care and tolerance the children are being prepared for full participation in society.

We celebrate the fact that each of our children enriches the school. We take pride in our children's achievement and our school's successes.

The school's main priority since the last inspection has been to raise standards in English and mathematics. The school has implemented the national initiatives for literacy and numeracy. Recently, a new suite has been developed for information and communication technology.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 40   | 27    | 67    |

| National Curriculum Test/Task Results |          | Reading | Writing | Mathematics |
|---------------------------------------|----------|---------|---------|-------------|
| Number of pupils                      | Boys     | 31      | 33      | 34          |
| at NC Level 2 or above                | Girls    | 23      | 26      | 25          |
|                                       | Total    | 54      | 59      | 59          |
| Percentage at NC Level 2 or above     | School   | 81(71)  | 88(65)  | 88 (79)     |
|                                       | National | 82 (80) | 83 (81) | 87(84)      |

| Teacher Assessments               |          | English | Mathematics | Science |
|-----------------------------------|----------|---------|-------------|---------|
| Number of pupils                  | Boys     | 30      | 35          | 35      |
| at NC Level 2 or above            | Girls    | 25      | 26          | 23      |
|                                   | Total    | 55      | 61          | 58      |
| Percentage at NC Level 2 or above | School   | 82 (71) | 91 (81)     | 86 (75) |
|                                   | National | 82 (81) | 86 (85)     | 87 (86) |

### Attendance

|  |              |                           |     |
|--|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year |              |                           | %   |
|  | Authorised   | School                    | 4.3 |
|  | Absence      | National comparative data | 5.7 |
|  | Unauthorised | School                    | 1.4 |
|  | Absence      | National comparative data | 0.5 |

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

There have been no exclusions.

### Quality of teaching

| Percentage of teaching observed which is : | %  |
|--|----|
| Very good or better                        | 14 |
| Satisfactory or better                     | 94 |
| Less than satisfactory                     | 6  |

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

There are wide variations in the attainment of pupils when they enter the Nursery but overall attainment is well below average. Pupils make good, and often very good, progress across the areas of learning in response to the very good teaching they receive. However, by the time pupils start in Reception classes attainment is still below average. The wide variations remain; between a quarter and a third are above average in baseline assessments but about a third have scores that are well below average. A significant number of pupils speak English as an additional language. By the age of five, standards are below expected levels in language and literacy, mathematics and knowledge and understanding of the world. Creative development is broadly at expected levels and pupils' physical and personal and social development is above average. Pupils' behaviour is excellent and they enjoy very good relationships with each other and with adults. They work co-operatively and willingly together, and gain a good level of independence in choosing activities. They listen attentively but many are reluctant speakers. Some older Reception pupils are beginning to recognise the sounds of letters and write their names clearly. They recognise and count numbers to 10 and identify a missing number in the sequence.

National Curriculum test results at the end of Key Stage 1 in 1999 were below average in reading and writing and above average in mathematics. In reading, a similar proportion of pupils (82 per cent) achieved the expected Level 2, and slightly more (34 per cent) achieved Level 3. However, because a large number of pupils achieved 2C, the lowest Level 2, overall the average school figure is below the national average. In writing, the proportion achieving Level 2 was similar to the national figures but no pupils achieved the higher Level 3. In mathematics, the proportion achieving expected levels was similar to the national picture (88 per cent) but more pupils gained the higher Level 3. These results are better than those of similar schools based on the proportion of pupils eligible for free school meals. They are a considerable improvement on the results of the previous year. The difference between the achievement of boys and girls is similar to the national picture. Approximately two thirds of pupils who speak English as an additional language achieved the expected levels in reading, and just over half attained Level 2 in writing. However, in mathematics these pupils achieved levels similar to their peers.

Current standards based on lessons, pupils' work, and displays reflect the test results to some extent. It is early in the school year but indications are that the upward trend can be maintained. A wide range of ability and achievement levels is evident in each class in Key Stage 1. A good proportion in each class achieves above average levels and about a half are around average. However, the school has a large group of pupils with special educational needs achieving below, and often well below, expected standards. Standards are average overall. They are average in reading and mathematics, and slightly below in writing. This is an improvement on the judgements made at the time of the last inspection. Since then, standards have risen year on year with the most significant improvement made between 1998 and 1999. The headteacher attributes this to the changes in teaching styles made during the year, the implementation of the literacy strategy, and the early adoption of guidance in the numeracy framework. In addition, very careful monitoring and assessment of individuals and groups of pupils accompanied by specific target setting has led to a sharper focus in teaching that enables pupils to make good progress.

Attainment in speaking is below the national average; few pupils are able to speak at length

to the class; responses are relevant but tend to be very brief. However, pupils listen attentively to their teachers, and are able to follow instructions and take turns to speak and listen. Attainment in reading is in line with national averages. By the end of Key Stage 1, most pupils read simple stories fluently and accurately. They use the sound of letters and the meaning of passages successfully to help them read words that are difficult. Pupils in Year 2 use information books confidently, using correct terminology such as, contents, index and glossary. Those with higher attainment explain why they like particular books, and can talk about the plot and characters of stories they have read. Attainment in writing is just below the national average; although many pupils reach expected levels for their age in writing, few pupils achieve standards above this. Most pupils write brief, well-structured stories that show a clear understanding of how to write correct sentences. They also write well in other forms, such as poetry, letters and instructions. However, few pupils are able to write sequences of sentences that show the use of imaginative and interesting vocabulary. Standards in handwriting are good, with almost all pupils writing in a neat and legible hand and the quality of presentation of pupils' written work is high. Standards in spelling are satisfactory.

In mathematics, standards are similar to expected levels. Average and higher attaining pupils are developing a secure knowledge and understanding of number to carry out simple addition and subtraction at an appropriate level. By Year 2, pupils are confident in recognising and ordering numbers to a 100 and beyond. Higher attaining pupils handle large numbers with ease, for example, partitioning numbers to thousands. All pupils are developing their ability to recall important number facts and carry out mental calculation with increasing speed and accuracy. Generally, lower attaining pupils have difficulty remembering number facts despite teachers' efforts in providing regular and consistent practice. Pupils' knowledge of shapes is less secure. Although many pupils can recall the names and some properties of shapes, many cannot. For example, in Year 2, some average pupils were unable to say what is special about a square.

In science, pupils develop sound knowledge of materials and physical processes. For example, Year 2 pupils of lower ability know that when you heat some materials to make cakes, they change. Pupils of higher ability have a good knowledge of the way that some materials change shape when stretched, with some returning to the original shape and others being changed permanently.

Pupils' literacy skills are not well developed in other subjects. Written work in subjects such as history, geography and religious education is only undertaken on an occasional basis, and it tends to be brief. Often, written work in these subjects is limited to labelling diagrams and filling in worksheets. The quality of this written work is well below the standard achieved in more formal writing lessons. Some information technology work such as the use of the 'clicker' program supports written work, but generally computers are underused in terms of word processing. Similarly, numeracy skills are not used regularly or systematically in other subjects. For example, there is limited use of charts, tables and graphs in science. Teachers rely too heavily on informal cross-curricular links between subjects and there are too few planned opportunities to use pupils' basic skills in a systematic way through other subjects.

Standards in religious education and information technology are similar to expected levels. Pupils make good progress in gaining knowledge of stories from Christianity, such as Joseph's slavery in Egypt, and from other religions that help to reinforce moral messages. They learn about the importance of symbols to a number of religions and reflect thoughtfully on the meaning of these. Most pupils recognise that information technology can be used to communicate information in different forms and are aware that computers have a range of

functions. They know how to use control devices such as the Roamer by entering a set of instructions to move it backwards or forwards. They make satisfactory progress, for example in learning the functions of keys and how to operate different programs. Although pupils now have regular access to a good number and range of programs and up-to-date equipment in the new information and communication technology (ICT) suite, their skills are not reinforced consistently in class through using information technology in other subjects.

In physical education, pupils make good progress and many achieve above average standards by building on the good work in Nursery and Reception classes. Standards in other subjects are broadly in line with the levels expected. Pupils make satisfactory progress in these subjects.

Pupils make good progress overall. This is an improvement on the findings of the last inspection when progress was judged as consistently sound. Progress is good in English, mathematics and science across the key stage. This is due in part to the good teaching pupils receive and in part to their own positive attitudes to learning. Comprehensive assessment of pupils' skills and knowledge are recorded regularly and used effectively by teachers to plan and develop appropriate activities. Individual and group target setting provides a clear focus to pupils' learning.

Pupils make good progress in speaking at length and developing ideas through opportunities such as 'circle time', but such opportunities are too few. When listening, pupils learn to focus well on what they are being told and respond with enthusiasm. In reading, most pupils learn to relate sounds and letters in a steady, systematic way through reading texts that are within their capability yet challenging. The excellent support that parents give in regular practice at home supports pupils' good progress. By the end of the key stage, most are writing confidently in sentences. The progress of higher attaining pupils is satisfactory in writing; although these pupils write confidently, the range of ideas and vocabulary is not sufficiently developed. Progress in handwriting and spelling is good. In mathematics lessons, challenging tasks reinforce and develop pupils' knowledge and understanding, and alternative strategies for working out mental calculations are taught. Pupils learn to explain how they work out calculations and to explore alternative methods. Regular practice is helping pupils to know some number facts by heart and all pupils are making good gains in recognising and using specific mathematical vocabulary due to the high emphasis placed on this by the school. School work is reinforced regularly and consistently through homework using the well-established IMPACT scheme. In science, progress is good in the pupils' knowledge and understanding of life processes, physical processes and materials and their properties. The school has recognised that progress in the pupils' experimental and investigative skills is not as strong and plans to provide more opportunities for practical work this year as well as further development of the teachers' confidence and expertise through training.

Pupils with special educational needs and those who speak English as an additional language make good progress throughout the key stage. This is largely because their attainment is carefully and regularly assessed, so that they can be given work that closely matches their needs. Teachers plan lessons and organise their classrooms so that these pupils have appropriate work and very active support, whilst they take a full part in all class activities. An important factor in the progress of pupils with special educational needs is the high quality of pupils' individual education plans (IEPs) which outline explicit objectives for each child, and which are carefully monitored on a regular basis. There is very close and effective liaison between class teachers, support teachers and non-teaching assistants.

### **Attitudes, behaviour and personal development**



Parents consider that the school is a calm and happy place, which promotes positive values. The inspection findings fully support these views. Pupils' attitudes to learning, their behaviour and personal development are significant strengths of the school, which have continued to improve since the last inspection.

Throughout the school, pupils have very good attitudes to learning; they sustain concentration over long periods of time and respond conscientiously to the work provided. For example, in the Nursery, the level of concentration sustained in activities such as shopping or cutting and sticking is remarkable. There is a very good working atmosphere throughout the school and classrooms are places of purpose and calm. Pupils enjoy coming to school and take pride in the quality of their work. Most are keen to contribute to class discussions and respond well to the contributions of others.

Standards of behaviour throughout the school are excellent and are a strength of the school. This very much reflects the parents' views as almost 90 per cent of parents felt the school achieved high standards in behaviour. Pupils behave in an exemplary manner in class, at play and when moving around the school. This is a credit both to the pupils, but more importantly, to the staff, who effectively support pupils in achieving this high standard. There is an expectation that pupils will behave well from when they start in the Nursery and this is continued throughout the school. Rules and routines are well established and pupils respond well to them. There have been no exclusions in the past three years.

The pupils are very courteous to each other and to adults. Rules are observed and teachers, non-teaching staff and visitors are treated respectfully. During practical sessions, for example in the Reception classes or when using computers in the ICT suite, pupils handle books and equipment with great care. They take great care of their belongings and show a similar respect for those of others. For example, during the inspection coats and lunchboxes were always securely in place on pegs in the corridors. Learning takes place in an orderly and stimulating environment.

Relationships are excellent. The school is an outstanding example of racial harmony. Pupils from different ethnic and social backgrounds, and of varying ability, work together with the utmost trust and respect. They listen well to each other, value the different views and beliefs expressed and respect these differences. For example, in a religious education lesson in Year 2 pupils discussed the special events in their respective religions and listened respectfully to each other.

Pupils' personal development is very good. There is an excellent personal, social and health education policy and this is well used throughout the school to promote personal development. The youngest pupils develop independence when choosing activities and take responsibility for tidying away resources. Older pupils support the younger pupils when they first start school. Pupils of all ages undertake small tasks in and around the school. Pupils raise money for a range of charities; for example, they wear jeans occasionally to raise funds for charities such as 'Jeans for Genes'. The children run their own school's council and they have been responsible for encouraging the conservation of paper throughout the school and organised posters to support this. They have organised a 'friendship stop' for playtimes and lunchtimes so that pupils, who are lonely or upset, go to the spot and someone will approach them and invite them to join a game.

## **Attendance**

Attendance is satisfactory: while overall rates of 94.3 per cent are similar to national figures of 93.9 per cent, unauthorised absence is well above average at 1.4 per cent. Following the previous inspection attendance rates fell sharply but have climbed again gradually over the intervening years. However, they remain slightly below the previous inspection figure of 94.9 per cent. The rise in unauthorised absences is due to the rigorous enforcement of the school's attendance policy (introduced in 1998) which gives a cast-iron definition of absence. Since then absences which in the past may have been considered acceptable (or authorised) are now categorised as unauthorised.

The school has undertaken a number of very good measures to lower the rate of unauthorised absences and to emphasise the negative effects of inconsistent attendance on pupils' learning. However, while the majority of pupils attend school regularly and the quality of their learning, progress and development is enhanced by continuous schooling, a small group of parents continue to take their children out of school for non-essential, unacceptable or unexplained reasons.

Registration is prompt and efficient. Little time is wasted and the school day begins with order and immediacy.

The majority of pupils are punctual and arrive at school and lessons on time.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

Teaching is good overall. It was satisfactory or better in 94 per cent of lessons and was good in well over half the lessons seen. Teaching was very good in 14 per cent of lessons. This is a similar profile to that of the last inspection and many of the strengths noted then have been maintained despite the fact that there have been several changes of staff.

The teaching in the Nursery is consistently very good. The Nursery teacher has a very good understanding of the needs of nursery children. Planning is very effectively translated into practice with a very good variety of practical experiences and very good use of play to extend learning. There is a good blend of teacher directed focused tasks and open-ended activities that promote pupils' independence. The strengths of the teaching in the Nursery are the high expectations of children's behaviour and attainment and the excellent management of children based on a very good relationship and a calm purposeful learning environment. The balance between stimulation, demand and support is well judged. Additionally, the support staff in the Nursery are extremely capable and make a very effective contribution to focused activities. There is a strong and appropriate emphasis on developing pupils' language and literacy, and their personal and social development.

The teaching in the Reception classes is satisfactory overall, reflecting a balance of strengths and weaknesses. Teachers provide a stimulating learning environment, with a good variety of suitable activities to promote pupils' learning. This was particularly noticeable in the literacy and numeracy sessions where tasks were pitched at different levels to match pupils' needs. In particular, a good level of challenge is provided for higher attaining pupils. However, lesson planning in the Reception classes is unsatisfactory overall. Learning objectives are not always clear and this leads to a lack of teaching focus, which was the main contributory factor in the unsatisfactory teaching seen. Another

weakness stemmed from the low level of teaching input in some lessons and the ineffective use of time in some afternoon sessions. As a result, pupils do not always make sufficient progress during these long sessions when their play does not have a clear enough focus. Teachers' management of children is very good in all lessons. Very good relationships between staff and children are based on a caring approach to discipline. Children know the routines well and respond to them positively.

In Key Stage 1 teaching is good overall and fairly consistent in both year groups and across all classes. The teaching of English and mathematics is particularly strong. In these two subjects planning is good; it is firmly based on guidance from the national strategies and ensures that pupils' skills are developed sequentially. High expectations lead to a good level of challenge for higher attaining pupils while maintaining a supportive environment for pupils with special educational needs. In all lessons observed teachers had been very careful to provide activities at different levels of difficulty to meet the wide-ranging learning needs of pupils in their class. Homework is used effectively in reading, spelling and mathematics to support the work done at school and to enable parents to be involved in their children's learning. The school is appreciative of the support that parents give their children in completing homework.

Good assessment and record keeping in English, mathematics and science ensures that teachers track pupils' levels of attainment continuously. Teachers ask well-focused questions during lessons to ascertain pupils' understanding and to clarify explanations. In mathematics, pupils are encouraged to explain their methods and their misconceptions are used well as teaching points.

Teaching is satisfactory in the other subjects of the curriculum. Here, planning is less rigorous and not always clearly focused on what pupils are expected to learn. There is some lack of clarification in teachers' interpretation of schemes of work especially where the Qualification and Curriculum Authority (QCA) schemes have been newly adopted. Where teachers are not so experienced or confident this lack of sharp focus on the key objectives for learning leads to aimless lessons and teaching that occasionally falls into the unsatisfactory category. In addition, there is often little variation in what has been planned, or what is provided, for pupils who have different learning needs.

Good teamwork between class teachers, the special educational needs co-ordinator (SENCO) and classroom assistants ensure that pupils with special educational needs make good progress. All staff are clear about their needs and what is provided to meet them. Similarly, pupils who speak English as an additional language receive good support from the combined efforts of the language teacher, class teachers and classroom assistants.

Classrooms are well organised and resources are well prepared to aid pupils' independence. Bright, stimulating displays enhance the environment, and there is an air of purposeful activity throughout the school. In most lessons teachers' enthusiasm and a lively, brisk manner engages pupils' interest: just occasionally the pace of lessons drops slightly. The management of pupils is very good. In all classes, clear expectations are set for behaviour and reinforced positively. Relationships are excellent and mutual respect is promoted strongly.

## **The curriculum and assessment**

The good provision for under-fives reported in the last inspection has been maintained. The curricular provision is good and is focused clearly on the areas of learning for children under five. Schemes of work are used appropriately to support the curriculum. However, they are insufficiently detailed to enable Reception teachers to

translate the learning objectives clearly into their weekly plans. For those pupils in Key Stage 1, the school provides a broad and balanced curriculum that includes all subjects of the National Curriculum, in addition to religious education and personal, social and health education (PSHE)

The curriculum offered by the school effectively promotes pupils' intellectual, physical and personal development. This is achieved not only through the general curriculum, but also through a range of educational visits, visitors to the school, extra-curricular clubs and a residential trip offered to Year 2 pupils in the summer term. Parents are justly confident that their children are well prepared for the next stage of education.

The school ensures that all pupils have equal access to the curriculum, including those with special educational needs and English as an additional language. Special needs work is extremely well organised by an effective Special Needs Co-ordinator (SENCO); she has been instrumental in improving the quality of pupils' individual education plans (IEPs). These are very detailed, contain explicit targets for each child on the special needs register, and are monitored on a regular basis. The support given to pupils in lessons is very effective. In class lessons, such as the literacy hour, support teachers and learning support assistants quietly and unobtrusively ensure that the pupils they are supporting understand the content of the lesson and take a full part in discussions. During group work, pupils are supported very well indeed; the liaison between teachers and support assistants is very good. The support for pupils who speak English as an additional language is good; again, support staff work effectively with class teachers to ensure that pupils take a full part in all lessons.

Curriculum planning is good. The previous inspection report in 1996 drew attention to the need for a comprehensive range of schemes of work across the curriculum. The school's action plan shows that this issue was addressed with some determination, and that such schemes were in place from the beginning of 1997. However, changes in the National Curriculum and initiatives such as the National Literacy and Numeracy Strategies have required the school to update these schemes; as a result, the school has recently adopted schemes of work based on national models that were only introduced at the beginning of term. These schemes provide the school with a good structure for providing a broad and balanced curriculum, although it is too soon to judge the effectiveness with which they are being implemented. The school does have established schemes in place for the core subjects of English, mathematics and science and curriculum planning in these subjects is good. Teachers produce good half-termly and weekly plans, which are detailed and include provision for pupils with differing levels of attainment. Teachers' plans for other subjects are less detailed and, in some subjects, the new schemes are not having sufficient impact on the development of skills. The school has a topic plan to map the coverage of subjects across the school year, but recognises that this needs to be updated to provide pupils with more sustained access to subjects such as design and technology, history and geography.

A particular strength of curriculum provision is the quality of PHSE. For several years the school has been following an LEA 'Health Promoting Schools' initiative, which has led to several valuable projects, such as the Jump Rope for Heart (skipping), Walk to School week, anti-litter campaigns, drugs awareness, and healthy eating. These projects have all involved parents and the wider community in reflecting on the quality of life of their own neighbourhood. Personal development has also been enhanced by the establishment of an active School Council, which enables pupils to reflect on issues that affect them, such as the quality of the playground. Overall, the

quality of PHSE work over a number of years is outstanding.

A good range of high quality extra-curricular activities enhances the curriculum. These are held at lunchtimes and include drama, computer, construction, library, games and recorders. They are well attended, very popular and make a positive contribution to the curriculum offered to pupils. The curriculum is further enhanced by a good homework policy that is well supported by most parents, and provides extra opportunities, mainly in literacy and mathematics.

The literacy and numeracy strategies have been implemented in a consistent and positive way. The recommended elements of both strategies are clearly evident in lessons. However, teachers do not yet maximise the opportunities to promote or use literacy and numeracy skills in other subjects.

The school has good procedures for compiling 'entry profiles' on children when they start in the Nursery. Information from these, and from baseline assessments in Reception classes, gives the school a useful indication of the value-added element of pupils' progress in the early years. The procedures for monitoring and assessing pupils' attainment are wide-ranging, and effective in providing substantial information about what individual pupils know and can do. There are very good, well-established assessment procedures in English, mathematics and science. Pupils' progress is tracked very carefully and this information is used effectively to decide what is to be taught next. A new format has been introduced for assessing pupils' skills in information technology. In other subjects, the school has yet to provide clear guidance to teachers on assessment procedures; action to develop assessment further is contained in the school development plan. The school has a good marking policy, although in practice most marking is restricted to brief comments of praise rather than any analysis of what pupils need to do to improve further. The results of National Curriculum end of key stage tests are analysed in great detail to identify strengths and weaknesses in provision. The information from analysis is used well to modify curriculum planning and to set targets for improvement.

The school has been successful in building on the good provision described in the first inspection report. Nursery provision is still a particular strength, and there have been considerable improvements in the provision of personal, health and social education. The high level of parental confidence in the quality of the curriculum is fully justified.

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

The school makes good provision for the spiritual development of the pupils, very good provision for their social and cultural development, and excellent provision for their moral development. These are very high standards which reflect the efforts of the headteacher, staff, parents and governing body working as a team, to provide a school where the vision is of a caring, sharing, growing and learning partnership.

In the previous inspection the school was judged to be very successful in the promotion of spiritual, moral, social and cultural development but the provision of collective worship required attention. The school has reacted very positively and well-planned acts of collective worship, which fully comply with requirements, take place every day. An atmosphere of reverence is achieved through the playing of appropriate recorded music with high standards of behaviour from the pupils. Pupils learn about the beliefs and values of Christianity and other religions. A large number of faiths are represented among the school's population and moments of reflection and prayer are dealt with sensitively to ensure that pupils have opportunities to pray or

reflect on their own feelings and beliefs. Assemblies, religious education lessons and circle time all make significant contributions to the good spiritual development of the pupils. There are few opportunities in other subjects for the pupils to reflect on their experiences in a way which develops self-knowledge and spiritual awareness.

The excellent moral development of the pupils is achieved through good home/school co-operation and clear, very positive attitudes to behaviour throughout the school. All staff, in the school and the playground, are consistent in their emphasis on the principles of right and wrong. They share with the parents the responsibilities set out in the Code of Practice in the prospectus and the helpful Behavioural Policy. Moral values, such as honesty and fairness are continually reinforced in religious education and personal, social and health education lessons, as well as in assemblies and in the very helpful 'Bubble Time' strategy. Staff have worked very hard to make the playground a place where friendly co-operation and collaboration are the norm, through such activities as playing with the parachute or sharing the 'Adventure Trail'. Pupils are aware of their moral responsibility to others and to the environment through assemblies and through work in geography.

The pupils' very good social development is much appreciated by parents, who describe the school as a calm and happy place where there is good promotion of positive values. The school's ability to inspire tolerance of all people was perfectly exemplified in the theme for the assembly during the inspection, which was, 'We all have one world and depend on one another'. Relationships between all members of the school community are very good with a strong feeling of mutual respect. Older pupils are encouraged to take responsibility for new pupils in Reception classes as well as later forming 'reading buddy' partnerships; this they do willingly. Initiative is enhanced through the provision of lunchtime clubs, the School Council and a stay in a youth hostel in Year 2. Satisfactory opportunities are provided in physical education and music lessons for pupils to show useful initiative when they demonstrate their skills to the rest of the class and work creatively to create their own compositions. However, many lessons do not provide many opportunities for pupils to initiate their own ideas. There is good promotion of citizenship through useful links with local libraries, shops, places of worship and singing carols in a shopping centre. Membership of the world community is given prominence in the school's various charitable efforts as well as in assemblies.

The cultural development of the pupils is very good from a local point of view as well as with a worldwide perspective. Pupils participate in lunch-time activities, sing and play instruments in special assemblies, concerts and performances, all of which improve their own skills as well as widening their participation in local cultural traditions. Local places of worship are visited and members of the churches speak in assemblies to give pupils a perspective on traditional religions in the area. Art, history and geography topics provide positive contributions to the pupils' development of cultures from this country. All these are counterbalanced by a strong commitment to other cultures in the curriculum as well as permeating the life of the school. Pupils whose families originate from other countries are invited to share their own cultures with the rest of the school. For example, several pupils used their own Divali sticks and bells to demonstrate their skill in Indian dancing. The important festivals of several major religions are celebrated in assemblies and religious education lessons. Very good use is made of the knowledge and talents of parents, members of staff or friends giving pupils a helpful insight into the diversity and richness of Eid, Hanukkah or the Chinese New Year.

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

Since the last inspection the school has maintained very good standards of support, guidance and welfare. These are areas of strength in the school and their high quality continues to have a significant impact on the pupils' progress and standards. During the inspection parents have endorsed these positive judgements and parents who completed the questionnaire or attended the parents' meeting, have been unanimous in their high praise for the care shown to their children.

Children under five begin their learning in the Nursery in a friendly and secure setting. The home and pre-school visits ease them gently in to the structured, practical side of school. The school is an exceptionally caring place and provides a stable and non-threatening environment. For example, the care shown to pupils at lunchtime by a well-informed and valued team who provide ongoing comfort and security is very good. Pupils are well known by all staff. They feel comfortable with adults and the support and respect which is shown to them, and which they in return show to each other, enhances their self-confidence. Routines are familiar, as is the point of contact if a problem occurs. Very detailed records chart the personal development of each child and are very effectively used to monitor their personal progress. The school's health education programme has been very successful in raising the pupils' understanding of health issues and has resulted in two awards, presented to the school by the Local Education Authority, in 1997 and 1998.

Pupils with special educational needs are very well supported. Their progress is effectively monitored by the SENCO with the assistance of support staff who are well briefed and focused about their tasks. Pupils with learning difficulties are helped to achieve clearly defined targets, outlined in individual education plans. Good contact is made with a number of specialists who visit the school to provide additional support for pupils. Pupils from families with English as an additional language are well supported by the home-school liaison assistant who guides them through the school's requirements. Procedures for monitoring the academic progress of all pupils are good. Well-organised systems and recording methods chart each pupil's achievements to ensure that academic progress is regularly assessed and tracked.

Excellent procedures are in place to ensure that guidelines for acceptable and unacceptable behaviour are used throughout the school. During the inspection parents expressed praise for measures reinforcing positive behaviour, which are being used to good effect to maintain high standards of behaviour in the school.

Procedures for monitoring attendance and following up absence are very good. Parents are made aware of the importance of regular and uninterrupted schooling at meetings and through information sent home. They are familiar with the school's comprehensive attendance policy and the rigorous systems that are being strictly enforced. However, the school's drive to reduce the high level of unauthorised absences, which has increased since the last inspection, has had a limited effect with some parents. Identified children continue to miss school for unacceptable reasons and a small group of pupils has a recurring pattern of lateness; this has a negative effect on their learning and on the school's attendance figures. Good contact with the Educational Social Worker is adding to the work being done in the school to reduce levels of absence and lateness.

Good child protection arrangements are in place, with an appropriate level of training for staff and good links with external support agencies. The health and safety of pupils is guided by very good policy and practice. Staff and the governing body conduct regular inspections and risk assessments of the site. These are well organised and

recorded, each inspection informing the one which is to follow. The buildings are very well maintained and issues raised during the last school inspection were immediately resolved. Staff do all they reasonably can to ensure that pupils move up and down steps and stairs safely. Good attention is paid to safe classroom practices. Medical arrangements are firmly established and eight members of staff have been fully trained in first aid. Pupils with specific medical conditions are well cared for. Accidents are clearly documented and good contact is maintained with parents in such instances.

### **Partnership with parents and the community**

Since the last inspection the school has maintained a very good partnership with parents. Links with parents and the community are strengths of the school and are instrumental in raising the standards and quality of the pupils' learning.

Parents are fully supportive of the school. Those attending the pre-inspection parents' meeting, responding to the questionnaire, or spoken to during the inspection have given a clear indication that they are very satisfied with the school's work. In particular, they have commented favourably on the standards of work achieved, parental involvement and the opportunities which they have been provided with to understand what their children are learning.

The school provides a very good level of information for parents. Friendly, informative newsletters are sent regularly and information about the school and community is posted on central notice boards. Parents new to the school and Nursery are offered helpful guidance in a Nursery booklet. They are also visited at home before their children start school and are invited to pre-school meetings. Additional information is provided by way of teachers' plans, displayed in each class, and home-school diaries. These offer an additional channel of communication and are being well used in the school for informal dialogue with the class teacher. Communication with families whose first language is not English is effective through access to translated information. They can also attend workshops twice a term with the home-school liaison assistant to find out about school routines or the work being done in their child's class.

Parents welcome their involvement in the life of the school. They feel able to approach staff freely and are unanimous in their praise for the care and generosity of spirit which permeates the school, enabling them to follow their child's progress and learning with encouragement and understanding. Parents value the occasions, three times a year, when they can meet staff to discuss their child's work, progress and reports. They also appreciate the opportunities they are given to follow up concerns which may arise from any one of these. Annual pupil reports are of high quality, providing useful evaluation of strengths, weaknesses and the areas which pupils can develop and improve.

The involvement of parents in the everyday life of the school is very good and is recognised by staff as being a significant support for pupils' learning. Although few were seen helping in the school during the inspection, parents help in classes, on school trips, in the library and around the school. They are consulted for their opinions - the home-school agreement and a breakfast club are two recent examples. Parents are welcomed to weekly class assemblies, school productions and events such as the Harvest Festival. They are invited to information evenings, curriculum workshops and open mornings to sample life in the classroom and see methods of teaching and learning. The school also encourages parental involvement in homework and the response of the majority of parents is good. Meetings with the parents of children



with special educational needs are regular and the quality of this liaison is good. The Parents' Support Group is a committed group of parents which has raised valuable funds for the school. By providing additional resources they play an important part in improving the quality of life in the school.

The school's work is enriched by very good links with the community. A range of visits outside the school to the immediate locality broadens the pupils' experiences and personal development. Visits further afield, for example, to the Tate Gallery, Bekonscot Model Village, or the Year 2 residential trip to Kent have successfully extended and brought to life the work being done in the classroom. Visitors to the school have provided effective role models for the children and have shared their experiences with them. These have included the police, fire brigade, parents willing to discuss their faith or culture, visiting theatre groups or individuals representing organisations (for example, representatives from the 'Open Door' Community Project or Help the Aged). All have brought reminders to the children of the work being done in the world around them.

The school has very good contact with the junior school. Exchange visits are made to both schools and the 'buddy scheme' enables children transferring to the junior school to have a contact in Year 6 before they start. Effective contact has also been made to other places of learning. During the inspection several work experience students from Hendon, Stanmore and Barnet colleges were seen contributing well to the work of the school. Links with the business community are developing. Several traders donate prizes for bazaars and fetes, and negotiations are underway with a number of local businesses for possible sponsorship of a breakfast club.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

Overall the leadership and management of the school is very good. All issues raised in the last inspection have been successfully dealt with through the implementation of the school's subsequent action plan. The school has maintained the quality of its teaching and learning. There are now schemes of work in place for geography, history and physical education, standards have been monitored and collective worship takes place on a daily basis. The most significant achievement has been to raise pupils' standards of attainment in English and mathematics without sacrificing the positive aspects noted in the last inspection. The headteacher, governors and staff have very successfully moved the school forward since the last inspection and it is very well placed to continue its improvement.

The headteacher provides a strong educational direction for the work of the school. She has a clear vision for the school that is well rooted in raising standards within a supportive and caring environment. Under her guidance, subject and year group co-ordinators give clear and effective support to their colleagues and all staff share a commitment to continued improvement. The SENCO is very effective in monitoring the needs of pupils with special educational needs and in managing their support. Since the last inspection the management structure has been revised to allow greater and collective focus on raising standards through working together in teams. The school has also committed itself to achieving the Investor in People award, which it hopes to gain shortly. The committed and supportive governing body meets regularly and works effectively through a number of committees, who report back regularly to the full governing body on their involvement in the work of the school.

The literacy and numeracy governors currently have an important role in reporting their views on standards in these subjects back to the governing body. They make good use of regular visits to classrooms to support their views, as does the governor responsible for special educational needs. The school meets all statutory requirements.

The school development plan is a very good working document and the driving force for all major initiatives. The plan clearly identifies priorities and includes detailed well-focused notes for all areas of development. Each element of the plan has a list of targets to be reached in order to fulfil requirements and there are annual review meetings with staff to discuss their success in meeting targets. All staff are clear about their responsibilities and the role that they are expected to play in meeting the school's targets. Professional development is linked well to the school's priorities. The governors agree the priorities for the school and effectively link costings to the budget.

There is good monitoring of teaching and curriculum development both by the headteacher, deputy headteacher and core curriculum co-ordinators. Recent monitoring and evaluation has focused very effectively on classroom observations of the introduction of the literacy and numeracy strategies and there is well-documented evidence on the efficiency and effectiveness of this. Good financial planning and a very generous allocation of non-contact time fully supports this system. All monitoring work is documented very thoroughly and systematically. Whole-school issues have been identified as a result of monitoring and this has led to changes in classroom practice. Careful analysis of test results has identified strengths and weaknesses, which have in turn led to changes in emphasis within the curriculum. Clear priority has been given to the core subjects and in particular to English and mathematics. Limited focus has been given to the development of foundation subjects and the school is aware of the need to develop these further.

The school's aims to provide a happy, secure and challenging environment are central to its work and direction; these are met very well through a range of policies that are implemented consistently. Parents wholeheartedly support the school's aims and values and are fulsome in their praise for the work of the school. The school has an excellent ethos. It reflects the school's commitment to high achievement and equality of opportunity whilst providing a purposeful and stimulating environment in which pupils can flourish.

### **Staffing, accommodation and learning resources**

The school is very well staffed by suitably qualified teachers. There is a good level of expertise to meet the specific needs of pupils under five, those with learning difficulties and those with English as an additional language. All areas of the curriculum are well served by subject co-ordinators. Support staff continue to provide very effective assistance in the school and well-focused help for all pupils, including those with special educational needs and those with English as an additional language. Other non-teaching staff have clearly-defined roles and provide good quality support for the teaching staff. Together all staff play an important part in advancing the progress of the pupils and helping to create the school's excellent ethos.

The school has good arrangements in place for the professional development of staff and these are based on identified school priorities and a well-framed staff development policy. Training opportunities, both within the school and through attendance at

externally provided courses are fully evaluated, monitored and structured. These are considered crucial to the raising of achievement and attainment in the school, and improving the quality of teaching. In addition to the well-established system of appraisal, professional development interviews are held annually to help staff evaluate and improve their practice. Arrangements for staff appraisal have been extended and will now include non-teaching staff. Induction procedures are very good. The newly qualified member of staff is being very well supported through a well-planned induction programme and new staff have access to good quality information about school routines.

The accommodation is of a very good standard and has been improved since the last inspection. Refurbishments have been made to the building since 1996 and include a newly converted information and communication technology suite, an extended Nursery, an additional classroom and substantially re-organised areas of storage. These improvements have made a significant contribution to the quality of the learning environment. Issues highlighted for remedy during the last inspection were resolved shortly after. Wheelchair access is limited.

The site is very well managed, maintained and used, and pupils are taught in a stimulating, well-presented environment. Classrooms are bright, attractively organised, and the Nursery provides very good facilities for the under-fives, both indoor and out. Space is particularly well used to raise the quality of learning. Corridors, windows and walls are displayed imaginatively to exhibit and value the pupils' work. They offer striking examples of artwork and information, and are clearly labelled and arranged. The school is a tidy and thoughtfully decorated place, presented to a very good standard. The hall, of a good size, is well used for assemblies and physical education.

Outdoor accommodation is a feature of the school. Areas of interest, picnic tables and benches, an adventure trail, playground markings with a board game area, climbing equipment, 'tuck shop' play sheds and an outdoor mural make a positive and exciting contribution to outdoor play.

Since the last inspection the school has maintained the quality of its learning resources, and these continue to be of a good standard throughout the school. Across the curriculum the school has a good range of resources to support learning, with very good provision for the under-fives. Resources are well used and of good quality and quantity. Teachers and pupils have easy access to resources, which are well presented, organised and labelled. The information and communication technology suite is a well-used resource area with good quality computers. The library, attractively presented, is also well used and has a broad range of titles. Classroom books are of good condition, quality and number. Good use is made of external resources and visits outside the school, including to synagogues and churches, add a meaningful dimension to the curriculum.

## **The efficiency of the school**

The school's finances are managed very well by the headteacher, staff and the governing body. The school development plan provides a clear overview of budget prioritisation, planning and evaluation. Very good financial planning supports all educational developments. All recommendations from a very recent auditor's report have been either fully addressed or plans are in place to make the necessary adjustments. The finance committee on behalf of the governing body carefully monitors the effectiveness of spending decisions on standards in the school.

The school's use of staff, accommodation and resources is very good, carefully monitored by the governing body. Governors not only monitor effectiveness, but also play an important part in the decision-making process. Meticulous long-term planning has enabled the school to plan successfully for the additional finances required to provide the improvements to the Nursery, information and communication technology suite and connection to the new classroom. The school's pleasant working environment has been created, not only by the teaching staff's beautiful displays, but also by the extensive redecoration and refurbishment programme. The school's aims to improve standards and to provide support for pupils with special educational needs and pupils with English as an additional language have involved important investment in teaching and support staff. Local education authority grants have been heavily subsidised by precisely planned use of the school budget to provide very valuable additions to the school staff. The purchase of resources is firmly based on the school development plan and tightly controlled.

The efficiency of financial control and school administration is very good. Day-to-day procedures are managed very efficiently by the headteacher, office administrator and staff. There are good systems in place to ensure that routines such as the placing of orders or paying for goods are smoothly carried out. The Financial Management policy clearly sets out the allocations of responsibilities and fully describes the financial systems and procedures which the school follows. There is very good co-operation between the school and the local education authority financial section. The information technology software is fully understood and used well to provide the headteacher and governing body with immediately available information on any aspect of the school's financial position.

When taking into account pupils' attainment on entry to the school and the good progress they make; the significant proportion of good quality teaching; the very good attitudes and excellent relationships in the school; the very good standards of the long-term budgeting, financial control and accountability; and income per pupil which is broadly average for London schools; the school is judged to provide very good value for money.

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

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

Children are admitted to the Nursery at the start of the academic year in which they are four and move to the Reception classes in the year in which they are five. The Nursery children attend part-time only and have a gradual introduction phased over several weeks. In the Reception classes the younger children attend part-time for the first term whilst the older children attend full-time from the outset. The Reception children are accommodated in three Reception classes and the Nursery children are accommodated in a large separate Nursery class with access to their own outdoor area, toilets and washing facilities.

There are wide variations in children's attainment on entry to the Nursery but overall their attainment is well below average. However, the very good teaching they receive and the stimulating environment created enables them to make good, and sometimes very good, progress across the areas of learning. The baseline assessment undertaken on entry to the Reception classes shows a wide variation of attainment, which is below average overall. They make sound and sometimes good progress and by the time they are of statutory school age, they meet the nationally recommended learning outcomes in their creative development and exceed the nationally recommended outcomes in their physical, personal and social development. Their standards of attainment in language and literacy, mathematics and knowledge and understanding of the world are below the nationally recommended learning outcomes.

#### **Personal and social development**

Children under five make very good progress and achieve above the recommended learning outcomes in personal and social development on entry to statutory education. They have very good relationships with all adults and each other. Their behaviour is excellent. The children in the Nursery behave in an exemplary manner responding extremely well to the rules and routines of their environment and this continues throughout the Reception classes. They work co-operatively in groups as seen when children built a wall for Humpty Dumpty. They share resources readily with each other when working on the mats in physical education or when playing in the role-play areas such as the doctor's surgery or the grocer's shop. They are willing to take turns to speak in circle time and show by their comments that they have understood each other's contributions. They share resources fairly, are confident, and treat materials, equipment and each other with great care, for example, when reading books or in the doctor's surgery where they showed great concern and gentleness with their patients. Children show their feelings and humour when listening to stories such as 'The Hungry Caterpillar' or when correcting the teacher when she presents the Humpty Dumpty rhyme upside down. They show good levels of personal independence when selecting their activities and move sensibly from one activity to another. The teaching is at least good with some very good features. Teachers and adults have high expectations of behaviour and establish very good routines, which the children understand well.

#### **Language and literacy**

Many children enter the Nursery with limited speaking skills and do not communicate very readily. Teachers in the Nursery and Reception classes work very hard to develop

speaking skills through a wide variety of activities. For example, in the Nursery the teacher makes very good use of the puppet 'Sooty' to encourage the children to speak. The children in both the Nursery and Reception make good progress; however, many still do not achieve the nationally recommended outcomes in this area of learning by the time they are five. In lessons they respond confidently to adult questioning even though sometimes at a basic level. They listen attentively during literacy and numeracy sessions and are keen to answer questions. They have good attitudes to reading. In the Nursery they enjoy turning the pages and describe in simple terms what the pictures show. Children in the Reception classes read their nursery rhymes with enthusiasm. They know that print carries meaning, most recognise their own names and some recognise familiar words. They know where the nursery rhyme starts and ends and many know that the dot at the end is called a full stop. Some are beginning to recognise the sounds of letters. They enjoy talking about the stories they are reading and answer simple questions on the content. In the Nursery children recognise and attempt to write their names. By the age of five they copy write with a good level of accuracy mostly forming their letters correctly. Many write their first names clearly and legibly. The teaching in language and literacy is good overall. Teachers make very good use of a wide variety of activities to stimulate and encourage the children in the development of language skills and knowledge. For example, in the Nursery the teacher encourages the children to use the correct words to describe what they are eating and in a Reception class lesson the teacher used a variety of good resources to help children recognise rhyming words. Additionally teachers make good use of vocabulary that is specific to the subject. Good, supportive interactions with children are a good feature of all lessons.

## **Mathematics**

Children in the Nursery count the number of mittens on the washing line and many count to 20. When working on numbers up to five many recognise which one is missing. In one lesson involving the use of 'Hula Hoops' the children successfully mastered the idea of 'taking away' and 'how many left' as they ate their way through the 'Hula Hoops'. By the age of five, although they make good progress, attainment remains below the nationally recommended outcomes for their age. They recognise and count the numbers to 10 and order them correctly. The higher attaining children count on successfully from a given number and some attempt to count back. They understand and can name the number before or after. Lower attaining children order numbers to 5 and recognise missing numbers in a sequence. Most recognise and name common two-dimensional shapes. The teaching is very good in the Nursery and satisfactory overall in the Reception classes. The Nursery teacher makes very good use of a variety of relevant and stimulating activities to develop children's mathematical understanding. In the Reception classes the teachers make good use of resources to support the lesson content and there is a good structure to the lessons. However teachers' lesson plans are insufficiently detailed to ensure their teaching is clearly focused on the learning intentions for groups and individuals and support staff are not always well briefed.

## **Knowledge and understanding**

Children make good progress when, for example, they empty and fill containers with sand and water. They experiment well with the use of rubber gloves in the sand and watch the sand go through tubes as they spoon it in. They experiment with a wide range of objects in the water tray. They use the mouse competently to create noises on the screen and find this highly amusing. Some click and drag objects around the

screen effectively, for example when dressing teddy. Children select materials from a wide range and use the skills of cutting, joining and building competently. They explore texture and shape when making a fruit salad. By the age of five a good number are close to the nationally recommended outcomes for their age in their knowledge and understanding of the world. They develop their scientific awareness through a variety of experiments. Through their exploration of magnets they learn that they attract metallic objects. When using plastic bottles with holes of varying sizes, placed at different levels on the bottle, they learn that the water comes out where the holes first appear and the bigger the hole the quicker the water comes out. They further their knowledge of food when they explore the smells, textures and composition of various fruits and vegetables and consider what is healthy food. They use the mouse competently when accessing programs on the computer. Teachers use a good balance of activities to enable children to explore the world around them. The Nursery teacher makes very good use of questioning to deepen children's knowledge and understanding of the world.

### **Physical development**

Children make good progress both in the Nursery and Reception classes and by the time they are five they exceed the nationally recommended outcomes in their physical development. Many are working beyond Level 1 of the National Curriculum. Children in the Nursery ride their bicycles with confidence and enthusiasm, pedalling and steering accurately. They climb and jump well with many climbing to their own height. They use scissors and glue sticks with a good level of accuracy when making pictures. They imprint the play dough to make gingerbread men. By the time they are five they know the importance of warming up before exercise and understand the effects of exercise on the body. They use space well, most travel with a good level of balance and jump and roll competently. Most girls skip well whereas boys are less successful. The teaching of physical education varies between excellent and satisfactory. Where it is excellent the teacher makes clear teaching points, explains activities clearly and in a very focused manner and sets clear targets for improvement. Where it is satisfactory, too little emphasis is placed on improving children's performance by giving them specific feedback.

### **Creative development**

Children in the Nursery make significant progress in their musical skills through the very good activities provided by the Nursery teacher. They play their musical instruments enthusiastically but with a good level of control. Many children play the instruments either loudly or softly on request and concentrate extremely well in order to do this. They develop their role play skills very effectively through their shopping activities where they use the machine to read the bar codes and fill and empty their trolleys appropriately at the till. They enjoy trying on the wigs and dressing up. They express their own ideas through a variety of media such as paint, play dough and small world equipment. In the Reception classes the children effectively use a good range of role-play situations to develop their skills and understanding. They enjoy the home corner where they bake their cakes or the office where they type, use the calculator or answer the telephone. Children make good progress and by the time they are five most meet the nationally recommended outcomes in this area of learning. Teachers provide some good opportunities for the children to develop their imagination through art and craft activities but they are frequently too directed and children have insufficient scope to express imagination or their own ideas.

The teaching in the Nursery is consistently very good and occasionally excellent. The

Nursery teacher has a very good understanding of the needs of nursery children. Planning is very effectively translated into practice with a very good variety of practical experiences and very good use of play to extend learning. High expectations of children's behaviour and attainment and the excellent management of children, based on a very good relationship, results in a calm purposeful learning environment. Nursery assistants are extremely capable and make a very effective contribution. The teaching in the Reception classes is satisfactory overall, but more variable with elements that are unsatisfactory. Teachers in the Reception classes provide a stimulating learning environment, with a good variety of suitable activities, particularly in the literacy and numeracy lessons. However, lesson planning in the Reception classes is unsatisfactory overall. Learning objectives are not always clear and this leads to a lack of teaching focus. This contributed to some of the unsatisfactory teaching seen. Time is not always used effectively in the long afternoon sessions where the direct teaching input is minimal and teachers adopt a supervisory role. The management of children is good in all lessons and there are very good relationships between staff and children based on a caring approach to discipline. Children know the routines well and respond to them positively.

## **THE CORE SUBJECTS**

### **English**

Results in end of key stage tests in 1999 were below the national average in reading despite the fact that a similar proportion to the national average achieved the expected Level 2 and slightly more achieved the higher Level 3. This was because a large proportion achieved the lower Level 2, Level 2C in the reading task. In writing, the proportion achieving Level 2 was similar to the national figures, but no pupils achieved Level 3 whereas eight per cent did so nationally. However, test results are improving year on year and standards are above those of schools with a similar context.

Attainment in speaking is below the national average, although listening skills are satisfactory. In all lessons, pupils listen attentively to their teachers, and are able to follow instructions and take turns to speak and listen. This is especially evident in 'circle time' sessions, where pupils show a high level of respect to others in the group. However, few pupils are able to speak at length to the class; most responses are relevant, but tend to be very brief.

Attainment in reading is in line with national averages. By the end of Key Stage 1, most pupils read simple stories fluently and accurately. They successfully use the sound of letters and the meaning of passages to help them read words that are difficult. They begin to correct mistakes themselves. Pupils in Year 2 use information books confidently, using correct terminology such as, contents, index and glossary. Those with higher attainment explain why they like particular books, and can talk about the plot and characters of stories they have read.

Attainment in writing is just below the national average. By the end of Key Stage 1, most pupils write brief stories that are extremely well structured, showing a clear understanding of how to write correct sentences. They also write well in other forms, such as poetry, letters and instructions. However, few pupils are able to write sequences of sentences that show the use of imaginative and interesting vocabulary. Standards in handwriting are good, with almost all pupils writing in a neat and legible hand. The quality of presentation of pupils' written work is a strength of the school, with pupils taking great care to produce work that is neat and



well presented. Standards in spelling are satisfactory.

Pupils' literacy skills are not well developed in other subjects. Written work in subjects such as history, geography and religious education is only undertaken on an occasional basis, and it tends to be brief. Often, written work in these subjects is limited to labelling diagrams and filling in worksheets. The quality of this written work is well below the standard achieved in more formal writing lessons. Some information technology work, such as the use of the 'clicker' program supports written work, but generally computers are underused in terms of word processing.

Progress in developing speaking skills is just satisfactory overall. In English lessons, teachers have established a very positive rapport with their pupils, but when answering questions, pupils tend to reply with one-word or very brief phrases. There are few opportunities for pupils to speak at length and develop ideas. In 'circle time' such opportunities are available, and, in these sessions, pupils do make good progress in developing their speaking skills. Pupils make good progress in developing their listening skills; they focus well on what they are being told and respond with enthusiasm.

Progress in reading is good throughout the key stage. Most pupils learn to relate sounds and letters in a steady, systematic way. Their progress is helped by the development of a wide and appropriate vocabulary, and pupils use terms such as 'medial vowels' and 'consonants' accurately and confidently. Progress is also enhanced by the detailed assessment records that teachers keep; these ensure that pupils read texts that are within their capability yet challenging. Another important factor underpinning the good progress in reading is the excellent support that parents give in terms of regular practice at home. The school has established a very positive rapport with parents, who not only listen to their children read almost every day, but write helpful and often perceptive comments in home-school diary. The school has been especially successful in engaging the support of parents who themselves do not read English confidently, yet feel able to support their child's reading on a regular basis.

Overall, progress in writing is good. Many pupils start their school career with well below average standards, but by the end of the key stage, most are writing confidently in sentences. The school has concentrated on ensuring that pupils understand sentence construction, and many pupils confidently explain the various features of a correct sentence. Progress in this aspect of writing is especially good in Year 1. The progress of higher attaining pupils is satisfactory in writing; although these pupils write confidently, the range of ideas and vocabulary is not sufficiently developed. Progress in handwriting and spelling is good. From the start of Year 1, pupils are encouraged to write in a neat, legible style with consistent letter size, and regular homework supports the good progress in learning spellings.

Pupils with special educational needs and those who speak English as an additional language make good progress throughout the key stage. This is largely because their attainment is carefully and regularly assessed, so that they can be given work that closely matches their needs. Teachers plan lessons and organise their classrooms so that these pupils have appropriate work and very active support, whilst they take a full part in all class activities. An important factor in the progress of pupils with special educational needs is the high quality of pupils' IEPs which outline explicit objectives for each child, and which are carefully monitored on a regular basis. There is very close and effective liaison between class teachers, support teachers and non-teaching assistants.

Pupils' attitudes to English are consistently very good. In every class, they listen intently to their teachers, and follow instructions sensibly and promptly. They settle quickly to tasks and show a real determination to produce their best work. Behaviour is at least very good, and sometimes excellent. This helps everyone to concentrate in a quiet, purposeful atmosphere.

The quality of teaching is good; during the inspection, eight of the ten lessons observed were judged to be good, while the other two were satisfactory. The most notable feature of teaching is its consistent nature throughout the school. The school has worked hard to ensure that the planning and teaching of the Literacy Hour is of a high quality. The effective leadership of the subject co-ordinator has ensured that teachers plan their lessons effectively using a common format, that lessons proceed with pace and that group work is organised to ensure that appropriate work is presented to pupils of varying ability. The management of pupils in every class is excellent; pupils are handled in a quiet, friendly manner and there are very clear expectations of pupils' behaviour and work. The high level of parental confidence in this aspect of the school's work is fully justified. The quality of teachers' explanations is very good. Teachers keep very detailed records of pupils' achievements, especially in reading, and use these records to ensure that each pupil is presented with manageable but challenging work. All teachers have high expectations of their pupils. Teachers have a thorough knowledge of the subject, including a very good knowledge of the content of the National Literacy Strategy. Homework is used well to support pupils' work, especially in spelling.

The management of the subject is very good. A very good start has been made in implementing the literacy hour. Previous policies and the literacy framework ensure appropriate coverage of the subject. The needs of pupils for whom English is an additional language, and of those with special educational needs, are met by well structured support teaching. Assessment procedures are very thorough and keep a close track of exactly what pupils can and cannot do. The monitoring of the subject is very good. The subject co-ordinator monitors teaching on a regular basis, evaluates teachers' plans and supports year group meetings at which work is discussed and planned. The subject co-ordinator has given especially useful support to a newly qualified teacher. Attainment is very closely monitored, using national and LEA data, and challenging targets are set, both at pupil and school level. These have been effective in raising the expectations of all members of the school community.

The school has made very good progress since the last inspection in 1996. Standards have risen in every aspect of the subject on a consistent basis, and inspection evidence confirms this upward trend. The school is well placed to continue these improvements.

## **Mathematics**

Results of the 1999 National Curriculum tests indicated that attainment was above the national average. The proportion of pupils achieving the expected Level 2 matched the national figures but the proportion achieving the higher level, Level 3, was above the national average. This was a significant improvement on 1998 results when overall achievement was below the national average. It also represents an improvement on standards seen at the time of the previous inspection. In comparison with similar schools, achievement in mathematics is well above average. There is little difference in the attainment of boys and girls and those who speak English as an additional language achieve standards that are similar to their peers.

In lessons seen during inspection, and in pupils' current work, standards are broadly average. Each class contains a good proportion of pupils who work above the level expected for their age. For example, higher attaining Year 2 pupils were partitioning three-digit numbers and a few were working with thousands; this is work expected of pupils in Year 3. However, a small but significant number was working at a level below that expected and a small proportion of pupils with special needs work at levels well below those expected for their age, for example in sequencing numbers to 10. Generally, lower attaining pupils have difficulty remembering number facts despite teachers' efforts in providing regular and consistent practice at the start of lessons.

Pupils' recorded work in the current year is limited due to the timing of the inspection and to the emphasis that the numeracy strategy places on practical work and oral practice. However, a scrutiny of the past work of pupils who are now in the adjoining junior school, indicate that a broad range of knowledge and skills were covered over the year. This was at an appropriate level and matches the high standards achieved in test results at the end of the year. Schoolwork was reinforced regularly and consistently with homework.

Most pupils in Year 1 count and match objects to numbers and carry out simple addition and subtraction using objects. Higher attaining pupils do this successfully in their heads; they are developing strategies for counting on and back. In their work on shape, they have learnt the names of common two-dimensional and three-dimensional shapes and some of their properties. Several recall these some weeks after the work but lower attaining pupils cannot remember what they learnt. This insecure knowledge of shape continues in Year 2 where, for example, some average pupils were unable to say what is special about a square. During the inspection Year 1 pupils were developing the ability to recognise coins but only higher attaining pupils were clear about their relative value. They were able to investigate some different ways of making 10p using coins of smaller value.

In Year 2, lower attaining pupils carry out simple addition to 10 and 20. Average pupils do this mentally. They can order numbers to 100, and use their knowledge of adding 10 to predict what will come next in a 100 square. In oral practice, they count in tens forwards and backwards and higher attaining pupils can do this from any point on the 100 square. During the week pupils were learning to partition two- and three-digit numbers into their component parts and record this using addition and subtraction. Towards the end of the week, most understood the value of each digit and the importance of the part played by zero.

All pupils, including those with special educational needs and those who speak English as an additional language, make good progress over the key stage. This is due in part to the good teaching pupils receive and in part to their own positive attitudes to learning. While acknowledging that some pupils enter school with a simple knowledge and understanding of number, many pupils score lowly on baseline assessments of their knowledge of pattern and number. Good progress can be traced to the comprehensive assessment of pupils' skills and knowledge that are recorded regularly and used effectively by teachers to plan and develop appropriate activities. Individual and group target setting provides a clear focus to pupils' learning. In lessons, challenging tasks reinforce and develop pupils' knowledge and understanding, and alternative strategies for working out mental calculations are taught. Older, higher attaining pupils are beginning to know some number facts by heart and are developing strategies for addition by using 'doubles' and 'near

doubles'. All pupils are making good gains in recognising and using specific vocabulary due to the high emphasis that is placed on this by the school.

Pupils' attitudes to mathematics are very good overall. In lessons, they respond to the challenge set and are keen to please their teachers; they positively bloom with pride at their own successes and in response to praise. They are keen to answer questions and a high level of participation is expected and achieved. Pupils are prepared to 'have a go' and are willing to make, and learn from, their mistakes. A good level of concentration and perseverance is evident whether or not pupils are working directly with a member of staff. Behaviour is consistently good and often very good; they are attentive to their teacher and to other pupils as they answer questions. Relationships are very good and pupils work together very well when required. Their work is neat and they take pride in what they do. Pupils have good attitudes to homework and they are well supported in this by their parents.

Teaching is good, with some very good features and few weaknesses. Teachers are making a whole-hearted effort to implement the Numeracy Strategy and all elements of a numeracy lesson are fully in place. Teachers plan together in year groups to ensure parity for classes and to share knowledge and expertise. Weekly planning ensures that lessons build up pupils' skills and knowledge systematically from day to day, and that activities are stimulating, challenging, and fun! A suitable range of group activities meets the needs of pupils who learn at different rates and, in particular, provides a good level of challenge for higher attaining pupils. Ongoing assessments are made on the planning proforma and in several lessons teachers made sensible changes to planned lessons as a result of pupils' achievements in the previous lesson. Pupils' needs are well judged. For example, in one lesson, adaptations were made to group tasks as pupils worked, in one case because pupils needed more consolidation before moving on, and in the other to challenge pupils further.

Interaction with groups and individuals is good; focused questions make pupils think and clarify difficult ideas. Whole-class teaching is managed effectively, particularly considering the wide range of abilities represented in each class. Where this is at its best, focused questions at different levels challenge individual pupils and encourage them to explain their methods. Effective use is made of pupils' errors as teaching points. This is done sensitively within a climate of trust so that pupils are willing to venture answers; they are not afraid to make mistakes and learn from them. In all lessons there is a good emphasis on developing pertinent vocabulary. Plenary sessions are generally effective in summing up ideas from the lesson, from the week or in introducing the next day's work. Effective use is made of resources, including homemade games and useful aids such as number squares and 'washing lines'. These are displayed in all classes along with the key vocabulary for the week.

Teachers work closely with support teachers and learning assistants to meet the needs of pupils with special educational needs. Additional staff were often seen supporting these pupils effectively during whole-class teaching by giving further explanation and clarification. Their encouragement enabled pupils to take a full part in the lesson.

The numeracy framework provides the basis for curriculum planning, but staff also refer back to the school's own useful scheme of work when planning activities. Very good, wide-ranging and regular assessments give teachers a clear picture of pupils' levels of understanding. Comprehensive records are kept on each pupil and targets are set for individuals, groups and cohorts of pupils. These are successful in raising expectations. IMPACT mathematics homework is used successfully to reinforce skills

practised at school and helps to keep parents involved in their children's learning. However, a weakness is the use made of numeracy skills across the curriculum. Pupils occasionally record information on a chart, or as a Venn diagram, but opportunities are not planned in a systematic way to capitalise on possible links between mathematics and other subjects.

Numeracy is a key area of development for the school and the knowledgeable co-ordinator is providing very good leadership and support for staff in implementing the numeracy strategy. She has a clear understanding of where the subject needs further development and is well supported by the headteacher. All staff have a clear commitment to raising standards in mathematics and have enjoyed some success in achieving improvements in the last few years. Analysis of test papers, sampling of teachers' planning, pupils' work and lesson observations have identified weaknesses that will be addressed during the year. These include aspects of pupils' knowledge of measures, data handling, and their knowledge of vocabulary.

Overall, this is a more positive picture than at the time of the last inspection. The school has made very good progress in raising standards and indications are that these can be maintained and improved further in future.

## **Science**

In 1998 the level of the pupils' attainment by the end of the key stage was assessed as being very varied, with a majority being well below the national average but with a good proportion of pupils attaining above average. Standards in 1999 improved on those of 1998 with 12 per cent more pupils achieving the expected Level 2. During the inspection, which took place early in the school year, standards were found to be in line with those expected nationally. During the previous inspection, pupils' attainment was judged to be predominantly average. There has been a continuous improvement since then, particularly in the size of the group of pupils achieving average levels and above. The school achieves very well compared with schools in similar contexts. There is no significant difference between the attainment of girls and boys.

Year 2 pupils of lower ability know that when you heat some materials to make cakes, they change. Pupils of higher ability have a good knowledge of the way that some materials change shape when stretched, with some returning to original shape and others being changed permanently. Scrutiny of work from last year indicated that pupils had a satisfactory knowledge about, for example, how vibrations produce sound and how electricity lights a bulb successfully only if there is a complete circuit. There was limited evidence of a systematic development of pupils' experimental and investigative skills. The school is aware that this area is weaker and more practical work is being planned for this year as well as further development of the teachers' confidence and expertise being covered in the targets of the school development plan.

During the inspection, pupils in Year 1 were making good progress in understanding how the force of the wind moves windmill sails, reinforced by the class teachers' use of resources. Clear instructions and good use of questions reinforce satisfactory learning about how objects can be moved by the force of our blowing, without being touched. Practical experiments enable pupils in Year 2 to make good progress in understanding of conditions in which ice melts quickest. Challenging questions by class teachers help pupils to show good progress in understanding that water is a material and can be changed by freezing and boiling. Long-term progress is good in

the pupils' knowledge and understanding of life processes, physical processes and materials and their properties. Pupils with special educational needs and those who speak English as an additional language make good progress. They receive a good standard of help from support staff.

There is a good link with art when pupils understand that when they make clay models a material is being permanently changed through heating, but cross-curricular links with other subjects are not strong. Few opportunities are taken to create tables and graphs using mathematics or information technology skills. Pupils do not regularly use literacy skills to record their scientific knowledge and understanding.

Pupils have very positive attitudes in science lessons. There is very good behaviour, brought about through the teachers' high expectations. Pupils listen very carefully and try hard to answer questions, but are not always successful in expressing their ideas clearly. They show respect for the answers of other pupils and also respect the school's resources and look after them with care. The majority concentrate well and persevere during experiments, which they enjoy. Pupils collaborate well in a group generally, if the activities are planned very carefully to match their abilities. If an activity is too complicated pupils soon lose their concentration. They are not generally confident enough to carry out practical work independently as they lack experience in this area. The current school development plan shows that the school is planning to improve investigative skills through in-service activities in the spring term.

The quality of teaching is good. Half of lessons observed were good and the rest satisfactory. No unsatisfactory lessons were seen. There is a good standard of questioning in introductions, in plenaries and while pupils are working. Teachers are enthusiastic and pupils are managed with empathy and understanding. Where teaching is good, lessons are briskly timed with a good balance of whole group discussions and individual tasks. There are high expectations of pupils' behaviour, effort and attainment. The teachers continuously assess the pupils' progress by careful questioning and provide suitable help and encouragement. The use of resources is a strength. They are used well to assist the pupils in their work. Classroom displays are used extremely well by class teachers to motivate interest and reinforce learning. Teaching is less successful when the teacher lacks knowledge and understanding of the subject and asks pupils questions, which are not relevant to the aims of lessons. Shortcomings in short-term planning means that teachers have not always got a clear picture of the specific skills which pupils are expected to learn in a lesson.

Although the school has worked hard to introduce the literacy and numeracy strategies, effort has still gone into analysing science assessment results and finding ways to make further improvements in standards. An important factor helping improvement has been the use of the new science scheme from the Qualifications and Curriculum Authority. Staff have worked hard, using the excellent ideas provided by the scheme, and a broad and generally balanced curriculum has been provided for the pupils. However, the scheme of work is made less effective by the lack of precise short-term plans. The helpful learning objectives in the scheme are not tied in with clear details of activities to be covered by both teachers and pupils. A system of monitoring of lessons and pupils' work by the senior management team is in place to help ensure successful implementation of the scheme. Systems for assessment are good, with class teachers building up information which is presented very well in the annual report to parents. Standards are improving with helpful advice being always available for staff from the co-ordinator. The profile of the subject is high following

the successful Science Evening and the excellent emphasis and displays on healthy living. The school development plan places the focus on the improvement of several areas to help raise standards of teaching and learning further.

### **Information technology**

Overall pupils make satisfactory progress and their attainment is in line with expectations by the time they leave school. Standards are the same as reported in the last inspection. However, recent developments, which include an information and communication technology (ICT) suite, regular teaching of computer skills to all pupils and training for teaching staff, means that the school is well placed to improve standards in this area of the curriculum. Information technology is currently being taught as a separate subject and all pupils have a regular session timetabled in the ICT suite.

Pupils in Year 1 use the keyboard and mouse competently. They access a word bank correctly and use the words to create simple sentences on the screen. Some know how to use the mouse to create sound. The higher attaining pupils access and write sentences confidently. Pupils in Year 2 know to use either the key directional arrows or the mouse to move the cursor. They use the keys effectively to rearrange text on the screen to create a list. They can follow instructions on the screen to print their work. They know how to use control devices such as the Roamer by entering a set of instructions to move it backwards or forwards. Most recognise that information technology can be used to communicate information in different forms, for example when using tape recorders to listen to stories, and are aware that computers have a range of functions. The higher attaining pupils in Year 2 use information technology to support their work in mathematics and English. For example, they carry out a range of number operations using an appropriate program. They know terms such as 'log on' and 'user name' and apply them appropriately. They insert the CD-ROM and access the menu to select their programs. They use the mouse effectively to drag characters or shapes across the screen.

Pupils have very good attitudes to information technology. They work purposefully and confidently and most demonstrate good levels of concentration. They are happy to work in pairs and share and take turns willingly. In some lessons, particularly in the mathematics extension group, they enjoy a lively debate on how to solve problems related to the task.

The teaching of information technology is satisfactory overall with only one good lesson seen and no unsatisfactory lessons. Teachers are gaining confidence through regular teaching sessions in the ICT suite. They manage pupils well, give clear explanations of the tasks to be undertaken and generally support pupils well during activities. However, lesson plans are very brief and do not clearly state the expected learning outcomes for the lesson. This leads to a lack of teacher focus in some lessons and results in pupils and teachers being unclear about the tasks. In the good lesson seen the teacher had a clear focus for the lesson, made good use of subject specific vocabulary, kept up a brisk pace and made very good use of open-ended questioning to encourage pupils to think for themselves. Teachers are not using information technology well within their classrooms to support other areas of the curriculum. Although there are computers in all classrooms they were rarely seen in use.

The school has recently introduced a published scheme of work for information technology, which it is using as a basis for planning. This is good. However it does not use this to

inform individual lesson plans in a clear and focused way. The recently introduced assessments in information technology are an effective means of checking on pupils' progress and this is good.

## **Religious education**

By the end of the key stage, pupils are attaining standards, which are in line with the expectations of the locally agreed syllabus; a similar judgement to that made at the last inspection.

The improvements in the acts of worship give pupils a much deeper appreciation of gods as the centre of understanding and provide them with daily opportunities for reflection. This enables pupils to make good progress in their respect for the rights of others to hold beliefs different from their own. Also, in line with the aims of the religious education lessons, pupils develop a greater understanding of moral and social issues in assemblies and circle-times.

Year 2 pupils have a growing knowledge of religious symbols. They know why you find a cross in a Christian church and how prayer mats are used in a mosque. The use of the succot by Jews at harvest time and the importance of the Koran to the followers of Islam are understood by the majority of pupils at the end of the key stage. Pupils give their own opinions, as well as learning from the thoughts of others.

Pupils make good progress in developing their knowledge of stories that promote moral understanding and in reflecting on what these stories mean for them. There is good progress in Year 1 in the pupils' knowledge of stories at the foundations of Christianity and other world religions. From the story of Joseph's slavery in Egypt they begin to understand the moral messages of the evils of lying and jealousy, as in the examples of Joseph's brothers and the wife of the Egyptian governor. This understanding is reinforced well by class teachers' skilful questioning techniques.

Pupils enjoy religious education lessons. They respond very positively to the class teachers' enthusiastic use of interesting artefacts and expressive delivery of stories. Good listening skills are demonstrated with respect shown to the answers of other pupils. Behaviour is very good. Pupils sustain their focus on the lesson and concentrate throughout. They answer questions confidently, knowing that their answers will be valued by the class teacher and other pupils. They try hard to present opinions about quite complex spiritual and moral issues.

Few opportunities are taken to extend the pupils' literary skills through opportunities to record their feelings or express their knowledge in written accounts or poems. There are satisfactory cross-curricular links with art.

The quality of teaching is good, with three-quarters of lessons good or better. There are high expectations of behaviour and standards of attainment. In the best lessons teacher have good subject knowledge and share it enthusiastically with the class. Very good use is made of questioning during story telling, to stimulate interest and reinforce the pupils' learning through the opinions of others. In assemblies good opportunities are taken to consider not only spiritual matters, but also a wide range of issues which help the pupils' moral, social and cultural development. There is a very good promotion of shared values, reinforcing positive attitudes to one another, the school community and to the world. Very good teaching in assembly enhances the religious education curriculum.



The school is very well organised to take on the recent changes in the local education authority Agreed Syllabus. Few changes are expected to be required in the scheme of work, which is based largely on material from a very helpful published scheme. The headteacher and co-ordinator are fully aware of requirements having attended in-service training on the new syllabus. Good use is made of contacts with local Christian churches and with members of other religions to broaden pupils' knowledge and understanding of different faiths. The school uses celebrations and festivals from all major religions to very good effect. A good supply of artefacts and resources has been built up for use across the religious education curriculum to stimulate pupils' interest. The amount of time devoted to religious education lessons is less than the national median and this restricts opportunities to extend discussions or support learning through written work. Teachers' short-term plans are not generally based on clear details of what the pupils are expected to learn. Assessment of pupils' attainment is an area for further development as the new agreed syllabus is implemented.

## **OTHER SUBJECTS**

### **Art**

Only one lesson of art was seen during inspection. However, work displayed around the school indicates that pupils have satisfactory opportunities to develop a broad range of skills and techniques and use a wide variety of resources and media. This is similar to the judgements in the previous inspection.

During the school's 'Art Week' earlier in the term, pupils experienced opportunities for painting, drawing, printing, collage, batik, pattern work and sculpture. They worked individually, in groups, and produced whole-class displays based on the work of famous artists. Standards are similar to those expected for pupils' ages. Pupils' appreciation of artists' work is promoted strongly and their comments were a key feature of the displays of collages based on artists' work. The choice of artists is wide and reflects both two-and three-dimensions, a variety of styles, and a number of cultures; this helps to broaden pupils' experience of art.

Pupils in Year 1 were observed manipulating and joining clay. They knew that clay needs to be pulled and stretched to make it soft and that placing it in a damp paper towel helps to stop it from drying out too quickly. During the lesson they learnt to join separate pieces of clay with slip and were totally absorbed in the activity, which built on their previous experience of making clay teddies. Most teddies were shaped successfully but the arms and legs had fallen off subsequently because the joins were weak. Teaching was satisfactory in this lesson with appropriate attention paid to the development of pupils' skills and the correct use of vocabulary. Pupils were given a good level of encouragement and support. However, few opportunities were provided for them to evaluate their work.

The outline scheme of work sets out a good structure for teaching appropriate skills and techniques in a sequential manner over the key stage. However, it would benefit from a greater level of detail to support teachers' lesson planning which is brief and not sufficiently focused on what pupils are expected to learn in a lesson. Pupils have regular opportunities to develop their drawing skills through observation, for example in the well observed drawings of toys in Year 1, and from memory and experience, but few examples of imaginative work were seen. The annual self-portrait on each pupil's record of work indicates a growing awareness of shape and proportion, as well as improvement in accuracy. Good links are made with other subjects such as

history and geography; for example pupils in Year 2 have drawn and painted seaside pictures, and countryside and urban landscapes by using a satisfactory blend of wash and pastels. However, there is a danger that sometimes the art skills are overtaken by the learning within the other subject.

Throughout the school, pupils' artwork is displayed skilfully and meticulously by staff so that it is both eye-catching and stimulating; this makes a significant contribution to the quality of the environment.

### **Design and technology**

No lessons were seen during the inspection and there is insufficient evidence from pupils' work to make a judgement on the standards pupils achieve or the progress they make.

Evidence from last year's work shows that pupils in Year 1 carried out work on food technology, focusing on the making of jelly, and were able to describe the process in simple terms. This is mainly appropriate for their age. Year 2 pupils made a Rainbow Fish puppet and were able to provide a sound description of the sequence of actions in making it. In work on the design for 'Baby Bear's Light' there is a clear diagram, which is labelled well. Across the school there are other examples of work with a focus on design and technology, which include simple evaluations of the work undertaken. The current Year 2 classes have made a simple three-dimensional model of a Sukkah and there is a display of lunch boxes pupils made last year, which demonstrate satisfactory cutting and joining skills. There is evidence that the pupils were encouraged to consider the materials to use and to carry out a simple evaluation based on what they liked.

The school has recently introduced the Qualification and Curriculum Authority's scheme of work for design and technology and this is an improvement since the last inspection when no scheme of work was in place. The newly appointed co-ordinator is keen to develop this curriculum area and there is a clear curriculum development plan in place to ensure support for its development.

### **Geography**

Only one lesson of geography was seen during inspection. However, a wide range of work on display and in pupils' books was scrutinised and pupils in Year 2 talked avidly about the work they have been doing this term. From this evidence it is possible to judge that pupils are experiencing an appropriate range of activities to develop their geographical knowledge and skills.

Many pupils have a wide experience of travelling to different countries around the world. Teachers capitalise upon this and encourage pupils to share their experiences and knowledge. This also serves to promote effectively pupils' understanding and respect for their own and other cultures.

Pupils in Year 2 recognise features of the different landscapes they have studied this term. They have a satisfactory knowledge of the terms coastal, urban and countryside and higher attaining pupils use a wide range of geographical vocabulary to describe the physical and human features of places in photographs. Pupils have studied Clacton and compare it with Edgware, recognising a number of similarities and differences. They are clear about why some places are attractive to tourists, and about their own likes and dislikes. Mapping skills are developing soundly and past work shows that

pupils have mapped their own short journeys such as that to the pond. All pupils have a growing awareness of the problems of pollution and of their responsibility for taking care of the environment. This is promoted effectively through assemblies and by initiatives from the School's Council, such as recycling paper.

In the lesson seen, teaching was good. Pupils were given appropriate and stimulating activities, which engaged their interest, and promoted good opportunities to work collaboratively. A good collection of resources was well prepared and organised. A key feature of the geography displays in classrooms is the prominence of specific vocabulary which pupils are beginning to learn and recognise. Teachers make good use of a small number of visits, in and around the local area and further afield on a short residential trip, to promote pupils' geography knowledge and experience. Few opportunities are taken to promote pupils' literacy and numeracy skills through geography and both the quality and quantity of pupils' written work is limited.

The QCA scheme of work has been adopted from this term and the school is still adapting this to meet its own needs. Suggested topics have been allocated time in each year group and, at present, are concentrated into one term; this organisation is under review. Teachers' interpretation of the scheme needs further development to sharpen the focus of learning objectives when planning individual lessons. As at the time of the last inspection, assessment remains an area for development.

## **History**

Standards are in line with those expected of pupils of the same age, which is similar to judgements made during the last inspection. With the pressures on school due to the stress on literacy and numeracy over the last year or so this is satisfactory progress.

Pupils make satisfactory comparisons between old and new toys, identifying types of material or designs to back up their opinions, such as the type of dress a doll is clothed in or the use of clockwork to power a train instead of batteries. They show good progress in their efforts to place objects or photographs in chronological order, though many Year 2 pupils still find the concept difficult. Pupils of higher ability are beginning to appreciate how different types of evidence can inform us about the past. The majority of pupils enjoy the analogy between their work and that of a detective searching for clues. Stimulating questions by the class teacher and the use of good resources enable pupils to explain differences between holidays in Clacton now compared with the past. Factual knowledge about Clacton in the past has been learned well by many pupils. Pupils of lower ability in Year 2 are able to produce a sentence with help, describing why an artefact looks old to them.

Pupils are very stimulated by good questioning. They enjoy very much being involved in discussions using artefacts from the past. Pupils listen very intently and supply sensible opinions and show great respect for the opinions of others. They take good care of school resources including the fascinating collection of objects from long ago. Pupils generally settle down quickly and show good powers of concentration in order to complete a task to the best of their ability. Sometimes pupils are fidgety and do not work quietly, if they are not stimulated by the teacher's presentation of the task. Relationships in classrooms are good. Collaborative skills are good when pupils work on group tasks. Resources are shared unselfishly. Pupils are very proud of the fascinating work on holidays of the past produced by their parents in several languages and with suitable photographs.

The quality of teaching is satisfactory. Of the lessons observed, half were satisfactory or better, with one unsatisfactory. Unsatisfactory teaching occurs when knowledge and understanding of the subject is not strong and pupils are set tasks, which do not require the skills of a historian. In the best lessons the teacher has good management skills, resulting in good behaviour with pupils firmly on task throughout the lesson. Very good use of questioning encourages pupils to think for themselves when providing reasons why artefacts are from the past or the present. There is genuine enthusiasm when presenting the artefacts, which is a strong motivation for pupils. Teachers demonstrate great care in their setting up of displays which show the pupils work on 'Now and Then' to good advantage. There is very good use of the excellent collection of artefacts of old toys and old seaside memorabilia, both as a stimulating display and also when used in lessons.

There are good cross-curricular links with geography and art, but pupils have been given few opportunities in the past to use writing skills in recording their opinions or knowledge of historical facts. However, good examples have been produced during the inspection, with pupils of higher ability producing several relevant and interesting sentences on how objects, such as metal buckets and spades and quaint bonnets can tell us about how people lived in the past. There is little formal assessment, but class teachers are skilful in questioning pupils to ascertain their knowledge and understanding, before providing suitable assistance.

The school scheme of work is based on the helpful Qualifications and Curriculum Authority scheme. Teachers use many of the good ideas provided for suitable activities, but insufficient attention is paid to the learning objectives in short-term planning. As well as providing top quality artefacts, the school also organises talks by people who can talk interestingly about a time before pupils were alive to add interest to pupils' learning. A stimulating talk was given to pupils on Clacton in the past. At present, history topics are presented in half-term blocks, with a long gap before history knowledge and skills are built upon and this does not aid the consistent development of pupils' skills and knowledge.

## **Music**

Pupils' attainment is similar to that expected of this age group, which is a similar standard to that at the last inspection.

Pupils sing very well in singing assembly when singing from memory. They remember words and melody accurately and produce a very pleasant tone. Pupils show satisfactory control of the musical elements of pitch, dynamics and tempo and pupils of higher ability are familiar with these musical terms. Pupils follow the rhythm of the piano by clapping accurately. Four pupils accompany singing with appropriate simple percussion playing, using wooden percussion instruments wood blocks, plus the beautiful tones of the wind chimes. Pupils in Year 2 compose satisfactory music for percussion instruments to represent the sounds made at the seaside. There is good progress in the creation of suitable symbols to represent the music to be played, using varied shapes to suggest length of beat as well as the tempo and dynamics.

Pupils make good progress in the singing assembly when learning words and melody for a new song. They are helped greatly by appropriate teacher questions and the use of suitable visual aids. Members of the recorder club are making gradual progress in blowing gently to produce a suitable tone. They have learned to recognise the note B on standard notation and play it quite well. Younger pupils are successfully building up a repertoire of

songs, number rhymes and nursery rhymes. Pupils in Year 2 show good progress in their ability to compose and play percussion instruments in a group. They can satisfactorily follow a conductor and read their own symbols. There is very limited progress if the class teacher uses unsuccessful management strategies and fails to plan adequately.

There is a very positive attitude to music generally. Pupils enjoy singing familiar songs and learning new ones, particularly when they are in large groups. Behaviour is generally very good. Pupils listen carefully to melodies played on the piano and instructions from the teacher. They volunteer willingly to play percussion instruments to accompany singing or to play their own compositions. Pupils collaborate well in group compositions and listen carefully to the work of others. They try hard to create suitable symbols for their compositions. Instruments are treated with care. Recorder players are very keen to attend the club in lunchtime and practise willingly at home, as do the pupils who are learning the violin.

The quality of teaching is satisfactory. Due to timetable arrangements only three class lessons were seen with one good, one satisfactory and one unsatisfactory. There is good teaching in the singing assembly and in the recorder club. In singing assembly there is good recapitulation of songs sung previously. Helpful piano playing both for accompaniment and when playing one line at a time to teach a new song, help to improve standards. Singing is confidently led with the helpful use of hand signals to demonstrate how pitch of notes change. Recorder lessons are well planned, with suitable activities for beginners presented in a pleasant, encouraging manner. Class teaching is good when the teacher is confident and has good knowledge and understanding of the subject. In the best lessons the teachers' plans show clear learning objectives based on the school scheme of work and high standards of behaviour and effort are established. There is good use of pupils' own ideas to produce symbols for their percussion compositions, but pupils have few opportunities to evaluate their own or the work of others.

There is a useful policy in place and a very helpful scheme of work, which is not always used well to provide learning objectives for short-term plans. Class lessons are regular but rather short, with little time for pupils to evaluate their work. There is no formal assessment, but some good day-to-day use of assessing pupils' work. Recorded music in assemblies is used well to set a reverent atmosphere and also to give pupils regular opportunities to listen before responding to helpful developmental questions. The school has identified the need to increase the selection of music from different cultures for both singing and listening and to provide in-service training to promote staff confidence and competence; both are identified in the school development plan. Music has quite a high profile and enhances the pupils' confidence and attainment when used in special services, concerts and birthday assemblies.

## **Physical education**

The positive report given to the school at the last inspection is still reflected in the work of the school in physical education.

During the inspection, only lessons in dance and gymnastics were observed. However, during the school year, pupils are taught a full programme of physical education activities, including games and swimming, even though the latter is not part of the statutory curriculum for Key Stage 1. Pupils, including those with special educational needs, make good progress. Towards the end of the key stage, most pupils have reached the standards expected.

By the end of Year 2, pupils know the importance of regular exercise in keeping fit and healthy. At the start of each lesson, they are reminded of the importance of warming up before exercise and of cooling down after exercise. They show good development in catching skills and can throw a ball accurately to a partner. Pupils are beginning to put together sequences of movements and work co-operatively with a partner. In dance lessons, pupils show a good awareness of how to move to a particular piece of music. The quality of work in dance is a strength of the school's provision in physical education. There is an appropriate emphasis on safety in lessons, and pupils are adept at landing correctly. Pupils have developed a good range of balances on feet and hands and show confidence when evaluating the work of others.

Pupils enjoy their physical education lessons. They are well behaved, listen carefully to instructions and try hard to refine and improve their skills. They are able to concentrate for long periods and show good social skills in the way they support each other's efforts. Their attitude to work is consistently good and, in one lesson, excellent. This has a very positive effect on the progress they make.

In all the lessons observed, the quality of teaching was good. All lessons begin with a well thought out warm up, during which pupils appreciate the effects of exercise on the body. The brisk pace of work ensures that pupils are well motivated and kept on task through challenging activities. Teachers' explanations are clear and pupils are given detailed guidance on what is expected of them. Discussion and self-evaluation are features of some lessons, although generally pupils are given insufficient opportunities to evaluate their own work and that of their peers. The school's good range of high quality resources is used effectively.

The school has a satisfactory scheme of work that ensures the National Curriculum is fully covered and that skills are taught in a careful sequence. Good use is made of model lesson plans that come with the scheme of work. These ensure that there is an appropriate emphasis on the development of skills in each aspect of the subject as pupils move through the school. The scheme places special emphasis on dance, with a wide range of resources to support this aspect of the curriculum. The physical education curriculum is well supported by the school's outstanding provision for personal, health and social education, which has successfully developed pupils' understanding of the need for regular exercise through activities such as skipping, as well as the importance of diet. The curriculum is also supported by the innovative ideas on the playground, which encourage pupils to keep active during playtimes.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

The inspection took place in the first half of the autumn term. Five inspectors including a lay inspector spent a total of 16.5 inspector days in the school. Before the inspection, 42 parents attended a meeting to share their views on the school and 90 returned the Ofsted questionnaires. During the inspection 69 lessons or parts of lessons were observed amounting to almost 48 hours. In addition, inspectors attended assemblies, registration periods and observed pupils at play, at lunch and at clubs. Many informal discussions were held with pupils and a sample of pupils from each year group read to inspectors. School documentation was scrutinised including all policies, schemes of work, minutes of meetings, financial data, teachers' planning, pupils' work and records, reports to parents and attendance registers. Discussions were held with the headteacher, teaching and non-teaching staff, and representatives of the governing body.

## DATA AND INDICATORS

### 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              | 234   | 1                                       | 100  | 90  |
| Nursery Unit/School | 39  | 0                                       | 0  | N/A   |

### Teachers and classes

#### Qualified teachers (YR – Y2)

|   |      |
|---|------|
| Total number of qualified teachers (full-time equivalent) | 14.2 |
| Number of pupils per qualified teacher                    | 16.5 |

#### Education support staff (YR – Y2)

|   |     |
|---|-----|
| Total number of education support staff | 7   |
| Total aggregate hours worked each week  | 145 |

#### Qualified teachers (Nursery school, classes or unit)

|   |    |
|---|----|
| Total number of qualified teachers (full-time equivalent) | 1  |
| Number of pupils per qualified teacher                    | 39 |

#### Education support staff (Nursery school, classes or unit)

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked each week  | 64 |

|                     |    |
|---------------------|----|
| Average class size: | 26 |
|---------------------|----|



## Financial data

|  |         |
|--|---------|
| Financial year:                            | 1998/99 |
|  | £       |
| Total Income                               | 534726  |
| Total Expenditure                          | 521577  |
| Expenditure per pupil                      | 1869.45 |
| Balance brought forward from previous year | 40000   |
| Balance carried forward to next year       | 53149   |

## PARENTAL SURVEY

Number of questionnaires sent out: 240

Number of questionnaires returned: 90

### 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           | 37             | 62    | 1       | 0        | 0                 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 42             | 53    | 6       | 0        | 0                 |
| The school handles complaints from parents well   | 25             | 53    | 22      | 0        | 0                 |
| The school gives me a clear understanding of what is taught                                     | 44             | 53    | 2       | 1        | 0                 |
| The school keeps me well informed about my child(ren)'s progress                                | 58             | 39    | 1       | 1        | 0                 |
| The school enables my child(ren) to achieve a good standard of work                             | 49             | 44    | 3       | 2        | 1                 |
| The school encourages children to get involved in more than just their daily lessons            | 38             | 53    | 8       | 1        | 0                 |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 42             | 48    | 9       | 1        | 0                 |
| The school's values and attitudes have a positive effect on my child(ren)                       | 42             | 53    | 5       | 0        | 0                 |
| The school achieves high standards of good behaviour  | 42             | 51    | 7       | 0        | 0                 |
| My child(ren) like(s) school  | 56             | 43    | 1       | 0        | 0                 |