

INSPECTION REPORT

HAWLEY INFANTS SCHOOL

Camden Town, London NW1

LEA area: Camden

Unique reference number: 100015

Headteacher: Anne Fontaine

Reporting inspector: Martin Beale
19385

Date of inspection: 20th – 22nd March 2000

Inspection number: 188896

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Buck Street Camden Town London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Anthony Stoll
Date of previous inspection:	3 rd – 6 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Martin Beale	Registered inspector	Mathematics; information technology; design and technology; physical education	The school's results and the pupils' achievements; teaching; management
Christine Laverock	Lay inspector		Pupils' attitudes, values and personal development; the school's care for its pupils; partnership with parents
Anne Holland	Team inspector	Science; geography; religious education; under-fives	Curriculum; assessment of pupils' academic performance
Cynthia Thumwood	Team inspector	English; English as an additional language; art; music; history; special educational needs; equal opportunities	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hawley is a small school for pupils aged 4 to 7 with an attached nursery, situated in the middle of Camden Town. There are 81 pupils in the main part of the school with a further 31 children in part-time places in the nursery. The attainment of pupils on entry to Reception is average overall, with some strengths in their number skills. A high number come from minority ethnic backgrounds, many with English as an additional language. A below average number of pupils have special educational needs, although the number with statements is above average. An above average proportion of the pupils are eligible for free school meals.

HOW GOOD THE SCHOOL IS

Hawley Infants School is an effective school which benefits from the strong leadership and clear educational direction provided by the headteacher. Good provision is made for its diverse community. The high quality of much of the teaching at Key Stage 1 enables the pupils to make good progress. Standards are satisfactory throughout most of the school; however, they are low when compared nationally in the current Year 2 in part because of the high proportion of pupils with special educational needs in this particular class and their low levels of attainment on entry to the school. The school provides good value for money.

What the school does well

- The high quality of the teaching at Key Stage 1 is enabling the pupils to make good progress.
- The school benefits considerably from the strong leadership of the recently appointed headteacher.
- Standards in art and music are particularly high.
- The provision for the pupils' personal development is very good, and results in positive attitudes to work, good behaviour and strong and supportive relationships.
- The assessment of pupils' work is thorough and is used effectively to plan the next stages in learning.
- Parental involvement in the life of the school has a considerable impact on pupils' learning.
- The provision for pupils with English as an additional language has improved considerably.
- Very good use is made of visits to enrich the learning opportunities for pupils in several subjects.

What could be improved

- Results of national tests for seven-year-olds in mathematics have declined recently and are below average.
- The curriculum lacks balance as the length of teaching sessions leads to inflexibility, and planning lacks coherence in some subjects where it is not supported by a whole-school framework.
- There are some weaknesses in aspects of the provision for and teaching of the children in the nursery.
- Although showing some signs of improvement, attendance is well below average and several pupils are regularly late for school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory progress has been made in dealing with the key issues and other weaknesses from the last inspection report in June 1996. Standards in national tests have improved; however, the current Year 2 is a weaker year group and, although they are doing at least as well as might be expected, standards are low. Pupils' mental arithmetic skills have improved because of the regular attention given to their development. The teaching of those learning English as an additional language is directed more effectively and is now a strength of the school. Much effort has been put into improving the quality of pupils' writing and the presentation of their work, with some success.

STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	C	C	B	A
writing	B	B	C	A
mathematics	A	C	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results for 7-year-olds in 1999 were above average in reading, close to the national average in writing but below average in mathematics. Standards were well above average when compared with similar schools in reading and writing and above average in mathematics. Higher-attaining pupils did better in reading than in the other two subjects, whereas lower-attaining pupils did not do as well in mathematics; however, one high-attaining pupil achieved the standard expected of an 11-year-old in the mathematics test. There have been some variations in standards. Results in writing and mathematics have declined from a high point in 1997, while results in reading have improved.

Standards in English and mathematics are well below average in the current Year 2 because there are more pupils than normal with special educational needs in the class and fewer average and above average attaining pupils. Standards would be lower still were it not for the high quality of the teaching and the extra support being provided for the pupils in this class. Most pupils are on line to achieve the nationally expected Level 2 in science, and standards are in line with national expectations in information technology. The pupils are exceeding the expectations of the locally agreed syllabus for religious education. High standards are achieved in both music and art as a result of the high quality of the teaching and the interest and enthusiasm shown by the pupils. The pupils in Reception and Year 1 are doing at least as well as expected in all subjects and in both classes overall standards are much higher than in Year 2. Pupils with special educational needs and those learning English as an additional language are making good progress because of the early identification of their needs and the quality of the support and teaching that they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Pupils behave well in lessons and in the playground. They work and play happily together and there have been no reported incidents of bullying.
Personal development and relationships	The pupils relate very well to each other and to adults. They are developing considerable independence for their age.
Attendance	Attendance is well below the national average but showing signs of recent improvement. Some pupils regularly arrive late for school.

The school is very successful in the measures it takes to promote good behaviour. The very good systems of support and guidance are helping most pupils to achieve their potential. Pupils concentrate well in lessons, which contributes significantly to the progress that they make in their learning. They work well together in groups, supporting each other with a variety of tasks and activities. They enjoy being set challenges and answer questions with enthusiasm. The pupils have

a strong sense of being part of the school community and respect others' differences. A small number of pupils are often away from school or arrive late and as a result they are making only slow progress in their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Satisfactory	Very good

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

The high quality of much of the teaching in the school results in pupils learning rapidly and making good progress. Teachers plan their lessons well, using their assessment of the pupils to match tasks and activities carefully to meet their learning needs. More able pupils are identified and challenged well in the majority of lessons. The teachers' subject knowledge effectively leads to quality questioning and lively and enthusiastic explanations both to individuals or to the whole class. This retains the pupils' interest and ensures that they concentrate on tasks set. The teachers' brisk style, firm control and regular encouragement enable pupils to work productively and learn new skills and ideas quickly. The teaching of both literacy and numeracy is good. The support and direct teaching provided for pupils with special educational needs and those learning English as an additional language are both effective. Teaching is satisfactory or better in 97% of lessons. It is very good or excellent in 24%. A very small proportion of teaching in the nursery is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but lacks some balance. The use of trips and visits significantly enhances the learning opportunities provided for pupils.
Provision for pupils with special educational needs	The support for pupils with special educational needs is effective and generally well targeted. It is most effective where targets on individual education plans are sharply focused and regularly reviewed.
Provision for pupils with English as an additional language	The very effective provision and support for pupils with English as an additional language is assisting them in their acquisition of the language skills necessary to be able to access the curriculum fully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. It is a strength of the school. The school fully meets its aims in this respect.
How well the school cares for its pupils	Pupils are taken very good care of by staff. A harmonious, family atmosphere is very successfully created throughout the school.

The time allocated to some sessions is too long and some subjects, such as physical education, receive insufficient time during the week. The time allocated to the teaching of numeracy is also considerably below that currently recommended. The headteacher has identified the development of a curriculum framework incorporating schemes of work as a priority. A very close partnership exists with parents, who are actively involved in the life of the school. Parents are kept well informed about their children's progress. The Family Numeracy Project for children in the nursery and their parents is having a beneficial effect not only on the development of early number skills but also on strengthening the link between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher is providing the school with a clear educational direction. She is supported in this by an effective team of teaching and non-teaching staff.
How well the governors fulfil their responsibilities	Following recent changes to the Governing Body, their expertise is developing; however, some aspects of their duties have not been fulfilled effectively.
The school's evaluation of its performance	Systematic procedures for monitoring the work of the school and the standards achieved have been introduced, and are enabling the headteacher to gain a good picture of the school's strengths and areas for development.
The strategic use of resources	The budget is being managed well to meet the school's needs; however, this has only become possible with recent improvements to development planning.

The school is very well led and managed by the headteacher who has a strong commitment to raising standards and building on the school's strengths. The Governing Body is not meeting statutory requirements with regard to its annual report to parents, the school prospectus and the home/school agreement. Several school policies have not been updated since before the previous inspection. The major proportion of the funding received has been spent on maintaining good staffing levels, but this has resulted in shortages in some learning resources. Teaching spaces are small; however, with the exception of the nursery, staff make very good use of them. The multi-purpose hall is not ideal for physical education lessons. The headteacher has improved the processes by which developments are planned, enabling priorities to be identified and resources allocated effectively; the principles of best value are now applied to the allocation of funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents report that their children like school and that the behaviour is good. • Parents judge the teaching to be good. • They are happy with the information provided to them about their children's progress and that they are kept well informed. • Parents find the staff approachable. • They recognise that their children are expected to work hard and that they make good progress. • Parents feel that the school is helping their children to become mature and independent. • Parents are particularly pleased with the standards achieved in art and music. 	<ul style="list-style-type: none"> • A considerable proportion of the parents would like to see some form of after-school provision.

Parents are very supportive of the work of the school. The inspection findings agree with all of the parents' positive views about the school. Parents' concerns about after-school care are not the responsibility of the school, although the headteacher is endeavouring to tackle this issue on behalf of parents. Many parents speak highly, and with justification, of the standards of work achieved in the creative arts.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results in the Standard Assessment Tasks (SATs) for seven-year-olds in 1999 for reading were above average. They were close to the national average in writing and below average in mathematics. The difference between these results was largely because higher-attaining pupils did better in reading than in writing and mathematics, while lower-attaining pupils did worse in mathematics compared to their results in the other two subjects. Standards in reading and writing were well above average when compared with similar schools (those with a similar proportion of pupils entitled to free school meals), while those in mathematics were above average.
2. The results in all three subjects are considerably better than those reported at the last inspection; however, those in writing and mathematics have fallen from a high point in 1997. Reading results rose considerably in 1999 after a fall in 1998. There has been some variation in performance by gender over the last four years, and boys did comparatively better than girls in 1999. Girls achieved better results in the writing test until 1999 when boys' results were much higher. Although girls achieved better results than boys in the reading test, their advantage was much smaller than nationally. There has been no pattern over the last four years to any variations in mathematics, although boys did much better than girls in 1999.
3. The proportion of the pupils assessed by their teachers to have achieved Level 2 and above in science in 1999 was close to the national average; however, higher-attaining pupils did not do as well as in other subjects and the proportion assessed at Level 3 was below average. When compared with similar schools, the proportion of pupils at Level 2 and above was well above average, but the proportion at Level 3 was average.
4. One unusual feature of the school is that the pupils do not all move on to a single junior school at the age of seven. Some pupils leave Hawley during Year 2 when a place in their chosen primary school becomes available. There has been no significant pattern in recent years to the attainment of the pupils who leave at this stage, although this factor clearly influences results each year.
5. The standards in the 1999 SATs results were not reflected in the work seen in the current Year 2 during the inspection. This particular year group is weaker, partly because of a higher than normal proportion of pupils with special educational needs. There are also few average and above average attaining pupils in the class. Extra resources have been targeted towards this class. The extra support and the high quality of the teaching are resulting in good progress being made by these pupils, although standards are still well below average in English and mathematics. This is likely to lead to lower SATs results this year. Most pupils in Year 2 are on line to achieve the nationally expected Level 2 in science by the summer.
6. Standards in literacy vary across the school. The majority of pupils develop good reading skills based on a secure knowledge of phonics. Most pupils read accurately with fluency and understanding. Younger pupils use picture cues to help them to predict what might happen in a story, while older pupils can express clear preferences for their favourite stories and poems. Most pupils write with increasing

independence. They can write simple sentences unaided and are beginning to use punctuation correctly. Writing is used effectively across the curriculum. Most pupils' written work is clear and legible, and the spelling of simple words is usually accurate.

7. A key issue for the school at the last inspection was to improve mental arithmetic skills. The school has tackled this successfully. Regular sessions to sharpen and develop skills of recall are ensuring that the pupils learn more than one method for calculating. Other written methods of calculation vary across the school, but develop satisfactorily in each class. A particular feature is the opportunity that the pupils are given in all classes to solve problems and undertake simple mathematical investigations. This enables them to apply their number skills to unfamiliar situations and supports the development of their understanding of mathematics. The good teaching would ensure more rapid progress and higher standards if each class had a daily mathematics lesson as recommended nationally.
8. The very high standards achieved by the pupils in art and music are a strength of the school. These standards are achieved because of the high quality of the teaching and the interest shown by the pupils for both subjects. Parents speak highly of the impact of art and music on their children and on the life of the school. Pupils in all classes are achieving at least as well as they should in all other subjects. Progress is good in some subjects such as geography and religious education. Attainment at the end of Key Stage 1 in religious education exceeds the expectations of the locally agreed syllabus. Progress is satisfactory in design and technology, history and information technology and pupils are achieving standards expected for their age. There was insufficient evidence to make judgements about standards in physical education as only one lesson in swimming took place during the inspection.
9. The recent screening of pupils by the Learning Support Service has been very effective in identifying those with special educational needs. Pupils with special educational needs are making good progress. This is due to teaching support that is effective and generally well targeted by class teachers, classroom assistants and the special needs co-ordinator. Pupils with English as an additional language make very good progress in their language acquisition and as a result their access to the National Curriculum broadens. This is largely because of the considerable expertise of the specialist teachers who teach and support them.
10. The children make satisfactory progress in the Nursery overall, and their personal development is very good. They are expected to become independent and they settle into the life of the school quickly. Activities are planned to support the high expectations staff have of their work and behaviour. Not all of the Nursery children enter the Reception class, with several going on to other schools. This is due in part to a change in the entrance criteria for entry to the Reception class. Assessment data indicates that the attainment of the children on entry to Reception is broadly average, although because of the numeracy project for Nursery children and their parents, number skills are above average. The children make satisfactory, and at times, good progress and achieve the standards expected by the age of five in all areas of learning.

Pupils' attitudes, values and personal development

11. As at the last inspection, pupils have good attitudes to their learning. They are eager to come to school, and enjoy the activities prepared for them. The majority of pupils can concentrate for quite long periods and try their best at their work, although there

are occasions when some of the younger pupils become tired and restless if they are expected to sit still for too many sessions in the same day. Pupils respond very well when they are set challenges and enthusiastically answer and ask questions. This was seen in a Year 2 mathematics lesson, for example, when they were asked to calculate the cost of items at different prices.

12. Pupils behave well in lessons and around the school. They are very clear about what is expected of them and the majority obey the rules which they have participated in developing. Pupils are friendly to visitors and keen to talk about what they are doing. They treat their surroundings with respect; interactive displays are not damaged, nor are planted areas in the playground. There have been no pupil exclusions in the recent past.
13. Pupils form very constructive relationships with one another, with teachers and with other adults in the school. There is a strong sense of community and belonging. No oppressive behaviour was observed during the inspection and any minor incidents which occur between pupils are quickly resolved. Pupils are able to identify the consequences of their actions and their impact on others. Pupils generally take turns and share without any fuss. They work together well in small groups and help each other without being asked. Pupils respect others' feelings, values and beliefs. This is very effectively reinforced through assemblies, as well as in lessons.
14. Pupils like to do jobs around the school and in their classrooms. They are developing independence in their learning and this is actively promoted throughout the school, including in the Nursery.
15. Attendance is poor when compared nationally. Whilst the majority of pupils have satisfactory attendance and punctuality, there are several pupils in each class who regularly arrive at school late or not at all. As a result, these pupils are making slow progress in their learning. The school is working hard to tackle this and has seen recent improvements as a result. The considerable support provided by the Education Welfare Service is also having a beneficial effect. The home/school agreement highlights the importance of parents ensuring that their child arrives at school punctually and regularly.

HOW WELL ARE PUPILS TAUGHT?

16. The high quality of much of the teaching in the school results in the pupils learning rapidly and making good progress. Teaching is satisfactory or better in 97% of lessons. In a quarter of lessons it is either very good or excellent. The teaching of music is a particular strength of the school and leads to high standards.
17. The teaching of the children under-five in the Nursery and in Reception is satisfactory overall. Expectations of the children are high in both classes, and activities are provided to support the development of their independence. Assessment is used very well in both classes to plan activities in all of the areas of learning. Although the Nursery staff have established a quiet and calm working atmosphere, at times there is insufficient interaction with the children. More adult intervention in activities would develop further the learning opportunities provided and extend the children's knowledge and understanding. The cluttered Nursery outdoor play area inhibits the children's opportunities to use large, wheeled toys effectively.
18. The teaching of literacy is good overall, although the school has not yet fully

implemented all aspects of the National Literacy Strategy. Although planning for numeracy lessons follows the framework provided by the National Numeracy Strategy, classes do not have a daily mathematics lesson. This limits the progress that some pupils can make and lowers standards. The teaching of numeracy lessons is generally good, with improvements having been made since the last inspection to the development of mental arithmetic skills.

19. Resources are good and work is generally well targeted to support pupils with special educational needs. Pupils with special educational needs are well integrated in all classes. They have individual education plans (IEPs) which tackle their difficulties; however, not all targets on IEPs are sharply focused, measurable and regularly reviewed. Class teachers and classroom assistants are not fully involved in writing them, and they are not always as well used in classrooms as they might be to inform planning and ensure even greater progress. The effective classroom management by teachers and the school's very good behaviour strategy have a very beneficial effect on pupils with behaviour and attention difficulties.
20. The provision for pupils with English as an additional language is very effective. It is assisting all pupils to develop their acquisition of the English language and to enable them to have full access to the National Curriculum. Classroom support by teachers of English as an additional language and the Family Numeracy Project has a very beneficial effect on these children.
21. Teachers plan their lessons well. Their careful assessment of the pupils' understanding, in part through the careful marking and detailed annotation of the pupils' work, enables the teachers to match their teaching carefully to the learning needs of all pupils. Higher-attaining pupils are challenged and extended in most lessons. Staff manage their cramped classrooms and the discipline of the pupils very well. Praise and encouragement are used very effectively which, coupled with the brisk style adopted in most classrooms, helps the pupils to learn new skills rapidly. The pupils respond well, working with interest and enthusiasm, many being able to work independently, choosing their own resources where necessary.
22. The teacher's high expectations in a Year 2 lesson with appropriately designed activities at a variety of levels, extended the pupils' understanding of how to calculate using multiples. Imaginative resources were provided at each table. All of the pupils worked hard and gained in confidence. By the end of the lesson the majority could apply their understanding of counting in fives to the solution of simple problems. High expectations of the pupils were visible in a Reception literacy lesson, which had very clear objectives for the pupils' learning. The lesson was well planned so that learning could take place in logical stages. The teacher patiently encouraged the pupils to think of words to rhyme with 'cat'. Learning was fun. Although some pupils found the concept difficult to grasp, the majority managed to identify rhyming words, some extending their vocabulary in the process.
23. The teachers have a very good understanding of the subjects that they teach and how to make their lessons interesting for the pupils. Explanations are confidently given, often referring to previous work undertaken or making good links with other subjects. The very good knowledge and understanding of the requirements of the literacy strategy were seen to good effect in a Year 2 literacy lesson. The teacher challenged the pupils constantly, insisted on high standards of behaviour and inspired them to work hard. The teacher's questioning was very well directed at particular pupils so that the more able were extended and the slower learners felt a sense of

achievement. Questioning is used effectively in many lessons to develop understanding, to assess what the pupils know and to retain their attention and interest. In a Year 1 science lesson the teacher's good subject knowledge was seen to very good effect during the introductory carpet session. The lesson built on previous work in science and related well to the current theme in design and technology. Questioning probed the pupils' understanding and emphasised the correct use of scientific terms. All pupils were encouraged to answer at length. All were very attentive. They concentrated well and were genuinely interested and involved in the activities.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

24. The school provides a curriculum which lacks balance in certain areas. Insufficient time is devoted to some subjects, particularly mathematics and physical education. This is partly because some of the sessions occupy too much time timetable, and are not being used flexibly. This results in sessions such as those for literacy being too long at times.
25. Many policies pre-date the last inspection and few have a review date. Some important areas such as the under-fives have no policy at all. Although the school is beginning to make use of the guidance from the Qualifications and Curriculum Authority (QCA), there are no schemes of work as yet to support teachers' planning. The headteacher has identified as a priority the need for a coherent framework for the curriculum that supports the development of ideas and skills as pupils move through the school. Care is taken to ensure that an appropriate challenge for pupils is planned in lessons. The provision for information technology is improving. There is an increasing use and development of information technology skills. The school's strategy for literacy is satisfactory and is being implemented consistently throughout the school, although some lessons are very long. The strategy for numeracy is also satisfactory and is developing throughout the school; however, not all classes have a daily mathematics lesson. The numeracy project involving parents in the Nursery class is helping children to gain number skills.
26. Curriculum planning is based on a whole-school topic cycle. During the inspection, strong cross-curricular links were noted in connection with this. For example, pupils were investigating the properties of materials in their science lessons and looking at how different buildings are made in geography. Personal, social and health education is implicit in the school's practice; however, there is no policy for this area of the curriculum and the sex education policy was written in 1992 with no review date set. The school has recognised the need to develop a more coherent programme for this subject that builds consistently over time.
27. Pupils have equal access to the curriculum. Pupils with special educational needs and those with English as an additional language have full access to the curriculum. Most individual education plans identify specific targets. Additional support for these pupils and those with English as an additional language is well organised and effective. Pupils are supported within lessons and in small groups outside the classroom. Since the last inspection, the school has improved significantly the support given to pupils with English as a second language. Provision for these pupils is now good.
28. Teachers plan independently for their classes. This planning is linked to the school's

long-term topic plan and the requirements of the National Literacy Strategy and the framework of the National Numeracy Strategy. Individual lesson planning is very good with clear learning objectives and group tasks to match the pupils' abilities. The role of the co-ordinator is not fully developed. A curriculum overview, which includes a monitoring programme for co-ordinators, will provide a coherent framework for this development. It will also ensure that there are policies for all subjects and that co-ordinators take a wider view of their responsibility within the school.

29. The curriculum is enriched through a wide range of trips, visits and other activities. Good use is made of the diversity of cultures within the school. Parents would like to see the provision of after-school activities, as would the headteacher. There are developing links with the local primary school to which most pupils transfer at the age of seven.
30. The provision for the pupils' personal development is very good. Daily assemblies are carefully planned and follow a theme. They are closely linked to the school's aims. They celebrate the Christian religion, the spirituality of other world faiths and pupils' achievements and good behaviour. Pupils are taught to appreciate music and the arts. High moral standards are central to the school's vision and ethos. From entry into the Nursery, pupils are encouraged to take responsibility for themselves and for others. They are helpful to others who find appropriate behaviour more difficult. The school community, led by the headteacher, has a strong commitment to the development of good relationships, positive social attitudes, personal responsibility and high self-esteem. All pupils are expected to take care of their classroom environment and the outside areas. There are excellent displays around the school which highlight the cultural diversity of the local community and the wider world. The provision for spiritual, social, moral and cultural education is a strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. As reported at the last inspection, staff know the pupils and their family circumstances well and take good care of them. Staff are generally very attentive to each pupil's safety; however, there is a concern associated with the layout of the accommodation. A corner of the Nursery classroom provides the only access between the school kitchen and the hall at lunchtimes. This is not ideal and means that the dining tables and food are carried between the two. The Nursery children cannot always be closely supervised when this is taking place. The Nursery is not purpose built, and is a difficult space to supervise. The school is aware of this problem and has taken steps to rectify it. Pupils are well supervised around the rest of the school and good attention is given to their health and safety. Procedures for child protection are satisfactory. Staff are aware of signs to look out for and what to do if they have any concerns.
32. Assessment was identified as an area for development at the last inspection, although it was not a key issue. The issues raised in the last report have been dealt with effectively. The school now has very good procedures for assessing the pupils' attainment. A good range of tests is used to determine attainment. The data is used to analyse pupil progress, to inform lesson planning and to set individual targets for pupils. Teachers assess pupils throughout and at the end of the year. They set targets for the pupils and share these with the receiving teacher. This practice starts in the Nursery.

33. Teachers collate the information gathered on the attainment and progress of pupils and this is kept in pupils' individual records. The use of assessment to influence planning within the curriculum is resulting in work being consistently matched to the needs of the pupils, to the benefit of their learning. Assessment is now a strength of the school.
34. The special needs register is kept well and is up to date. Information gathered from all sources is well used and readily available to all. All staff assist in the identification of pupils with special educational needs. The numbers of pupils at each stage are appropriate for the school. The school has copies of all statements and all in-school provision is made available to pupils. Long waiting times in receiving outside provision have resulted in some pupils not receiving their full support. Administration for annual reviews is efficient and all of the correct procedures are followed.
35. The monitoring of each pupil's academic progress, personal development and attendance is very thorough. The information collected is used effectively to deal with any areas of concern and to set targets for future improvements. Time is spent giving each pupil support and guidance to ensure that they achieve well. This attention to the individual is a particular strength of the school and contributes to the friendly, family atmosphere which parents value. The school works very hard to improve attendance, which is currently well below the national average, and has seen recent improvements.
36. There are very effective measures to promote good behaviour. Staff apply the school's policy consistently and this enables pupils to learn in their classes and enjoy harmonious break and lunchtimes. Rules have been agreed with pupils. They are all aware of how they should behave and the effect of their actions on others. No bullying or harassment was observed during the inspection and relationships between pupils are very good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents' and carers' views of the school are very positive, with the exception of the range of activities provided for pupils outside lessons. There is a significant minority of parents who would like after-school care for their children. This is not the specific responsibility of the school, although the headteacher has worked hard to try to secure this on behalf of parents. There is currently no after-school curricular provision either, although there are plans to provide this when the school house is adapted. In all other ways, parents are satisfied with the progress that their children make and the friendly atmosphere which staff successfully create.
38. The school's links with parents are very effective. This is a marked improvement since the last inspection. Parents are kept well informed about general matters, as well as about what their children are being taught and the progress that they are making. A notice board is displayed in the hall each day and teaching plans are available outside each classroom. Staff are accessible and approachable and everyone is on first name terms. Parents express confidence at being able to discuss any concerns with staff and that they will be notified as soon as there are any problems. The Governing Body is statutorily required to ensure certain information is made available to parents. They have not complied with this. The prospectus, whilst informative, does not include absence rates and test results. The Governing Body's report to parents is not published annually and a home/school agreement is only just being developed.

39. Many parents participate in the life of the school and make a helpful contribution to pupils' learning. For example, some help with artwork and hearing readers and one has assisted with making model houses in the style of those seen on a visit to Gambia. Parents also raise funds for school equipment and have helped to create a very pleasant environment for pupils in the playground with bulbs and plants. There are two parent representatives for each class who help to organise social events and form a close link between other parents and staff. At home, parents are very supportive and listen to their children read and assist with homework tasks.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school is strongly led and well managed by the new headteacher. She is providing the school with a clear sense of purpose and direction. She is well supported by a committed team of teaching and non-teaching staff who share her aims for the school's development and a commitment to improving standards. There is a very welcoming atmosphere in the school. The role of the subject co-ordinator is under-developed in many areas. The small size of the school and recent and impending staff changes have resulted in some subjects not being co-ordinated; however, where staff have a watching brief over an area they do this effectively. The recently prepared shadow structure provides clear plans to remedy this weakness.
41. There is a strong commitment to ensuring equality of opportunity for all pupils. This is very well illustrated by the support being provided for the pupils in the current Year 2. Concerns about this class were confirmed by screening undertaken, which highlighted several areas of weakness. A wide range of strategies and support has been provided and, coupled with the good teaching, is resulting in good progress.
42. The special needs co-ordinator has very good specialist knowledge and makes a very effective contribution to the management of the policy, procedures and curriculum for pupils with special educational needs. Parents are suitably involved at all stages of the process. The school responds effectively to parental concerns. Good progress has been made since the last inspection in the identification of pupils with special educational needs and in targeting support for their difficulties. Training for classroom assistants in supporting pupils with special educational needs and the more efficient use of the co-ordinator's time should go a long way to making the good provision even better.
43. There have been several recent changes to the membership of the Governing Body, and many governors are in the process of establishing clearly how to fulfil their role. The Chair of Governors has been associated with the school for many years. He provides very good support and the continuity needed over the unsettling period of staff and headteacher changes. He has worked particularly hard for the benefit of the school by ensuring that the local education authority (LEA) is fully aware of the funding difficulties facing a small school such as Hawley. In spite of this, there are some aspects of the governors' role that have not been fulfilled. The Governing Body's annual report to parents has not been completed, there are some important omissions from the school prospectus and the home/school agreement (which should have been in place six months earlier) has only just been sent for consultation. Furthermore, although there has been a recent review of some policies, many pre-date the previous inspection. They do not have a date for their review or an indication of who is responsible for ensuring their implementation.

44. Systems for monitoring the work of the school and the standards achieved are partly in place. Much of this has been introduced by the headteacher since her appointment. LEA inspectors have observed and reported on the provision in the Early Years and the teaching of literacy and numeracy. Data is now analysed more rigorously and is used to identify areas for development and to set individual targets for pupils. The headteacher has developed a good picture of the qualities of teaching within the school. Her intention to prepare a teaching and learning policy and use this as a framework for monitoring the quality of provision and teaching is the sensible next step.
45. There have been weaknesses in school development planning. The most recent document, prepared before the appointment of the new headteacher, lacks clarity. It provides no clear priorities for the school. It has also made it difficult to identify the rationale behind the allocation of funds and to evaluate whether or not allocations made have been effective. It is useful as an annual action plan but not to map the future direction of the school. The headteacher recognised this weakness and has worked with staff to identify the school's priorities and to review its aims. This is a more effective process but has yet to be turned into a clear plan.
46. The school budget has been very tight in recent years with little funding available for long-term projects and developments. Great care has been taken in planning the budget to ensure that the needs of the pupils are met, but consideration now needs to be given to the value, both in terms of finance and time, of the weekly swimming lessons for Years 1 and 2. Financial control is secure and the minor requirements from the last audit have been dealt with. The principles of best value are applied when purchasing services that the school has the power to buy in.
47. Much of the budget has been spent on maintaining the good staffing levels. Teaching and support staff provide a good range of experience and expertise and although one teacher is unqualified by virtue of having a non-UK qualification, the quality of teaching has not suffered. In maintaining the high staffing levels, spending on learning resources has fallen. This has resulted in shortages in physical education and there are insufficient computers. The accommodation presents some difficulties. The hall is small and serves many purposes, making it an unsuitable space for physical education. Classrooms are cramped but by and large staff make good use of them; however, the Nursery layout results in some areas being difficult to supervise directly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to build on the improvements since the last inspection, the school should:
 - 1) improve standards in mathematics by fulfilling the requirements of the National Numeracy Strategy for a daily mathematics lesson for all pupils at Key Stage 1; (paragraphs 7, 18, 25 and 83)
 - 2) provide a curriculum with greater balance by: (paragraphs 24, 25, 26, 28 and 118)
 - developing a curriculum framework to support teachers' planning, and subject schemes of work that are adapted to the needs of the school
 - providing sufficient time in all years for the teaching of a broad physical education programme;

- 3) improve some aspects of the provision in the Nursery and strengthen the links to Reception by: (paragraphs 58, 59 and 63)
 - providing more coherent management of the provision for children in the Foundation Stage
 - planning more adult intervention and interaction with the children in the Nursery
 - reorganising of the Nursery outdoor activities to offer more challenge to the children;
 - 4) improve attendance and punctuality to school by: (paragraph 15)
 - implementing rigorously all procedures planned for the reduction of pupil absence
 - making clear to some parents the importance of regular attendance, the need for a punctual start to the school day and, where necessary, the requirements of the law.
49. In addition to the above key issues, the governors may wish to consider these other matters when drawing up their action plan:
- improving resources in information technology and physical education (paragraphs 47, 109 and 120)
 - reviewing school policies on a regular and planned basis (paragraph 43)
 - providing parents with an annual governors' report and ensuring that the prospectus is up to date (paragraphs 38 and 43).

ENGLISH AS AN ADDITIONAL LANGUAGE

50. There has been a marked improvement in the provision for pupils with English as an additional language since the last inspection. The deployment of the teachers funded by the Ethnic Minority Achievement Grant (EMAG) is now very well targeted at the areas of greatest need. Teachers use their considerable expertise well in supporting pupils very effectively. They support and advise class teachers and classroom assistants in aspects of the activities and strategies that will be useful to pupils at all stages of English acquisition, and particularly for those who are at the later stages of acquiring English who receive no specific support. As a result, pupils who have English as an additional language make very good progress in all areas of language acquisition and their access to the National Curriculum is continually improved. The pupils are keen and interested in all aspects of school life, and their behaviour and relationships with one another, teachers and other adults, both inside and outside the classroom, are very good. They are eager to learn and collaborate well, showing good levels of concentration.
51. The quality of teaching provided by teachers funded by EMAG is generally very good. The staff have a good knowledge and understanding of the pupils' language and learning needs, and use these well when providing support. The pace of teaching is good, strongly based on real experience, and enables the pupils to make rapid progress. Class teachers effectively introduce pupils to new vocabulary in, for example, mathematics and science. The assessment of language development is good and reflects accurately the pupils' full range of language competency. Assessment information is used well to plan for further work.
52. Small group and individual work with specific pupils enables the staff to draw out their

speaking and listening abilities, and build on their existing language knowledge to extend their use of vocabulary and grammar. EMAG teachers and class teachers are careful to provide effective models of spoken and written language for bilingual learners, and pupils also assist their classmates in this area. Excellent examples were seen in a poetry lesson given by a Bengali/Sylheti speaking classroom assistant using a pupil's home language and sensitive translation skills to develop an understanding of English vocabulary and extend cognitive development. The pupil was able as a result to produce work of a much higher quality than would otherwise have been the case.

53. The school is a welcoming institution for all parents and children. The headteacher and all staff are very good role models in this respect. Very good use is made by the school of the wide range of languages and cultures that are present in the school. The home culture and language of all pupils are valued and celebrated. This is evident in the colourful and imaginative displays of multi-cultural artefacts and pictures which permeate the school, and in the opportunities given to pupils in class to speak and write in their own language, and display their skill to others. Notices and information are displayed in a variety of languages and the Bengali/Sylheti speaking classroom assistant regularly welcomes Asian parents and assists with the dissemination of information. All EMAG staff welcome and support parents to enable them to feel fully involved in the school. The Family Numeracy Project also has a very positive effect on the English language acquisition of the pupils and parents.
54. Learning resources also contain examples of multi-cultural materials such as visual aids, dual language books, dressing up clothes in the home corner and multi-cultural music, which further enhance the welcome.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	12	45	27	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	16	82
Number of full-time pupils eligible for free school meals		37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	2	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	9.0
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	12	12
	Girls	10	10	10
	Total	22	22	22
Percentage of pupils at NC Level 2 or above	School	85 (82)	85(82)	85 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	13	13
	Girls	10	10	11
	Total	23	23	24
Percentage of pupils at NC Level 2 or above	School	88 (82)	88 (91)	92 (95)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	4
Black – other	3
Indian	2
Pakistani	1
Bangladeshi	4
Chinese	2
White	29
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	27.9
Average class size	27.0

Education support staff: YR – Y2

Total number of education support staff	7.0
Total aggregate hours worked per week	80

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.3
Number of pupils per qualified teacher	13.8

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Number of pupils per FTE adult	7.8
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	300169
Total expenditure	295562
Expenditure per pupil	2789
Balance brought forward from previous year	0
Balance carried forward to next year	4607

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	1	1	1
My child is making good progress in school.	56	40	0	0	4
Behaviour in the school is good.	51	46	0	1	1
My child gets the right amount of work to do at home.	46	27	15	3	9
The teaching is good.	66	29	1	0	4
I am kept well informed about how my child is getting on.	58	33	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	1	1	1
The school expects my child to work hard and achieve his or her best.	58	32	0	6	5
The school works closely with parents.	54	31	9	3	3
The school is well led and managed.	63	25	4	1	6
The school is helping my child become mature and responsible.	61	29	1	3	6
The school provides an interesting range of activities outside lessons.	41	19	19	6	16

Other issues raised by parents

Parents are particularly pleased with the standards achieved in art and music.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children enter the Nursery in the term after they are three years old. Those who are five before the end of February transfer to the main school in September, those who will attain the age of five between March and the end of August, transfer into the main school in January. Not all of the Nursery children transfer to the main school; some go to other schools in the area. The Nursery has two part-time sessions, but children who will be transferring into the Reception class have at least two days full-time each week in the Nursery before they transfer. Nursery staff undertake home visits before the children attend the Nursery and parents are also invited to visit. Great care is also taken to ensure that all children make a smooth and positive transition into the main school.
56. Assessments when children start school show that standards of attainment on entry are in line with those expected for children of this age. Assessment information is particularly well used, both in the Nursery and the Reception class. Before transfer to the Reception class, children are carefully tracked for two days and individual targets set for them. This information is shared with the Reception teacher and with parents. The school works hard and very successfully to establish a close partnership with parents. The Nursery curriculum is planned in line with the early learning goals for children of this age and is linked to the school topic plan. Most children make at least satisfactory progress. In the Reception class, the transition to the programmes of study of the National Curriculum is smooth and the children make good progress.
57. By the age of five, most children achieve standards expected in all areas of the curriculum. Children make very good progress in their personal development. There is an emphasis in the Nursery on developing the independence of the children; by the time that they transfer to school, they are confident and secure. In every area of the Nursery's work, children with special educational needs and those with English as an additional language make at least satisfactory progress. They are well supported by all members of staff.
58. The Nursery accommodation is not purpose built and is poor. Provision is not improved by the current layout of the Nursery. It is very cluttered and has many areas which are not easy to supervise. The outdoor area has limitations, but it is secure and large enough to offer a worthwhile experience to children. At the moment, it has a large amount of very big climbing and balancing apparatus which leaves little room for children to manipulate the large, wheeled toys or to design, for instance, their own road layouts. The present layout is inhibiting the development of their gross motor skills. The Reception class in the main building has satisfactory accommodation and has access to a small but appropriately equipped outdoor area. The teacher recognises the need for the children under five to have access to these activities and ensures that opportunities are provided. Generally, the resources for the children under five are satisfactory. There is a need for greater co-ordination between the Nursery and Reception, which currently operate independently. Overall, the provision for the children under five is satisfactory.
59. Since the previous inspection, the strengths in relationships, behaviour and independence have been maintained, but there are some areas of weakness in the Nursery. There are occasions when more adult intervention would enhance the

learning opportunities offered to children and extend their knowledge and understanding. When teacher intervention was observed, it had a good impact on children's progress and learning.

Personal and social development

60. Children make very good progress in their personal and social development in both the Nursery and the Reception class. Most children settle quickly into school life and are confident and happy to come to school. They transfer to the Reception class confidently. The children have good relationships with each other and with the adults in both the Nursery and the main school. The children in the Nursery concentrate well when they are involved in a task, and in the Reception class they remain totally involved in an activity until it is completed. In the Nursery and Reception they behave well in class and group activities as well as when working and playing independently. They are developing a clear understanding of the difference between right and wrong. Children tidy up willingly after activities and take care of equipment. They take turns co-operatively. The children's spiritual and cultural development is very good. Children visit many places of interest both in the area and further afield. Their awareness of other faiths and cultures is fostered. The school uses parents to support learning in this area, and the richness and diversity of the cultures around them are shared with the children. The children take part in assemblies and the Christmas play and are made aware of other religious festivals, such as Eid.
61. The quality of teaching is mostly satisfactory or good. High expectations are made of the children's behaviour and independence. Activities are planned to support the development of these attitudes. Staff in the Nursery and Reception offer good role models by the way in which they talk and listen to others. Staff are supportive of the children and sensitive to their needs.

Language and literacy

62. In the Nursery, children's progress in language and literacy is at least satisfactory and in some aspects, good. They are able to identify the first word on the page, understand the left to right sequence and take part in the shared reading of text, for example. There are occasions when opportunities to extend their speaking and listening skills are not exploited. A writing area has recently been introduced to the Nursery and the children have responded very well. Even the youngest attempt to write and many letters were recognisable. Most children can identify their own name card and some can describe how they would write it. Children in the Reception class take part in literacy lessons, and tasks are adapted to match their abilities. In both classes, children show a love of books and can retell their favourite stories.
63. The quality of teaching is satisfactory and sometimes good. Good teaching is exemplified by offering children challenges and by intervention which encourages progression in learning. Children take books home and in both classes there is a reading corner where children were observed reading quietly to themselves and sometimes retelling their favourite story to a friend. Role-play provision is satisfactory. More adult intervention in the Nursery in this area of the curriculum would result in greater progress. Assessment is used very well and the information is used to plan daily activities. Detailed records are kept to monitor individual progress.

Mathematics

64. Children are making good progress in mathematics. Most children can count aloud to twenty and are capable of working out how many will be left if some are taken away. They record numbers accurately in the Reception class. In the Nursery and Reception they can identify simple shapes such as circle and square, and they understand mathematical language such as 'bigger than' and 'less than'. They are happy to make estimates and discuss the margin of error with interest.
65. The quality of teaching is good. A group lesson for older children in the Nursery who were staying behind to have lunch offered the children opportunities to extend their knowledge and understanding of number. The teacher worked with the group in this structured, practical activity and his intervention resulted in the children's mathematical language development being extended. Mathematics has a high profile in the Nursery. There is a weekly numeracy session which is shared with parents. This did not take place during the inspection, but parents speak highly of it. Children are very enthusiastic about it and the records seen suggest it makes a valuable contribution to the children's learning which is reflected in their baseline assessment scores.

Knowledge and understanding of the world

66. Children are making good progress in their knowledge and understanding of the world. They make many visits to places of interest, such as local shops and theatres. They draw simple maps of where they have been and can explain how they got there. They have activities with water and sand, but often there is no adult readily available to extend these particular activities. They follow the school topic which during the inspection was 'Homes'. The science curriculum is linked to this. For example, in the Nursery, the children made the three little pigs' houses and were able to discuss why the bricks were the strongest building material. In this session, they demonstrated a growing understanding of the properties of materials and how they can be used. Children use the computer confidently, and those observed used the mouse with satisfactory levels of speed and accuracy.
67. The quality of teaching is at least satisfactory and sometimes good; however, some opportunities are missed to develop children's learning in this area.

Creative development

68. Children are making satisfactory progress in their creative development. They are offered a good variety of activities including drawing, model-making, cooking, painting and role-play. They are happy to explain to adults what they are doing and why. There are occasions when adult intervention greatly enhances the learning opportunities, as in a cookery session where the teacher took every opportunity to extend the children's language. Parents are invited to come in and share their skills with children, as in a design session observed in the Nursery. A music specialist comes in weekly and the children responded very well to this excellent lesson. They enjoyed joining in the songs, moved to music and listened closely to instructions and to the music for entering and leaving this lesson.
69. The quality of teaching is mostly satisfactory, although one unsatisfactory lesson was observed. In this lesson, little interaction with the pupils was noted and opportunities to extend children's knowledge and understanding were not developed. The music

teaching was excellent. Teachers plan a wide range of activities for the children.

Physical development

70. Children are making satisfactory progress in their physical development. Their fine motor skills are being developed through a range of activities. They use scissors and glue with confidence. In the physical education lesson observed in the hall, they demonstrated a satisfactory appreciation of their own space and that of others. Through practice, they are beginning to refine their skills.
71. The quality of teaching is satisfactory. Reorganisation of the outdoor area in the Nursery would result in activities offering more challenge to the children, and increased adult intervention in these activities would enhance their learning.

ENGLISH

72. Results in Standard Assessment Tasks (SATs) in reading improved in 1999 and were above average. Results in writing were close to the national average. Results in both were well above average when compared with similar schools. Higher-attaining pupils did particularly well in reading. Girls have tended to do better than boys in reading, although in 1999 this was by a much smaller margin than nationally. Girls achieved better results than boys in writing until 1999 when boys' results considerably exceeded the national average for boys while girls' results were well below average. Inspection evidence indicates that pupils' speaking and listening skills are also well above average. Overall, standards in English are broadly similar to those reported at the last inspection, with greater strengths in Reception and Year 1 than in Year 2, where they are well below average.
73. There have been some variations in results for seven-year-olds since 1997, which was a high point, and whereas writing results have declined slightly, reading results have improved. Standards in English are much lower in the current Year 2 because of the high proportion of pupils with special educational needs and English as an additional language; however, support for these pupils has been well targeted and they are making good progress. It is likely that the current Year 2 will achieve results that are considerably below average, with there being few higher-attaining pupils in the class.
74. Throughout the rest of the school, pupils have high standards of attainment in speaking and listening. They listen attentively to adults, each other, stories and audio tapes, and speak with confidence using a growing vocabulary in class discussion, assemblies and small groups. They work well collaboratively and learn from their talk. They extend their drama skills when they act out a play in religious education, and show respect for others of different religions. They can use talk well to evaluate their own tasks in English lessons and across the whole range of the curriculum. This was seen in a history lesson where the pupils discussed the changes in baby clothes over time and their relative merits and drawbacks, and also in science where they discussed the properties of building materials and their suitability for the task. Pupils with English as an additional language receive good support which enables them to participate well.
75. Most pupils have developed good reading skills, including a secure knowledge of phonics, although standards are weak in the current Year 2. Most read from their books with accuracy, fluency and understanding. They identify syllables, or parts of

words that they recognise, and use this information to decode unfamiliar words. They use picture and content clues effectively, and predict what might happen in a story. They read a wide range of books enthusiastically. Some of the older pupils read with expression and can express preferences clearly for their favourite stories, poems and non-fiction subjects, although as yet they are not able to talk about the work of particular authors or poets. They are beginning to be able to find information in books; however, few were familiar with the library or able to find books on particular subjects. Full use is made of all of the school's available reading resources and progress is recorded on a home-school record. Parents make an effective contribution to hearing pupils read, and home-school comments are useful and well targeted. Pupils with difficulty in reading receive good support from all staff and volunteers, enabling them to make good progress.

76. Much work has been put into improving the quality of pupils' writing and the presentation of their work, which was a key issue at the last inspection. Pupils make good progress in writing, although standards are below average in Year 2. They write with increasing independence and for a range of purposes, such as describing the contents of a shopping basket, writing a spooky story, and poems about spring. By Year 2, pupils can write simple sentences unaided with appropriate use of capital letters and full stops. They are beginning to attempt the use of speech marks, commas and question marks. Their spelling of simple words is usually accurate. Some pupils are able to use simple dictionaries and word lists to look for words that they do not know, or to enhance their writing with interesting vocabulary. Good use is made of word-processing to develop writing skills. Writing is used widely across the curriculum, for example, describing a visit to the Globe Theatre. Their handwriting is generally clear and legible, and most pupils are able to join up letters in a simple style.
77. Teachers are well versed in the National Literacy Strategy and have used their knowledge about guided reading to improve reading standards overall. Intense implementation of word-level work has improved spelling standards, and very well organised writing workshop sessions are matching work to the level of ability of the pupils and improving standards in writing. Class teachers and support teachers use their knowledge of pupils' abilities well to plan future work. Pupils' work contains clear notes by teachers, which indicate their strengths and give them good advice for improvement.
78. Pupils are interested in learning the various aspects of English and work very hard, concentrating well and showing enjoyment of stories, poems and reading and writing skills. Lessons are well planned to ensure full coverage of the National Curriculum and the systematic development of pupils' learning. The overall quality of English teaching is good and in some lessons, where the enthusiasm and expertise of the teaching staff is especially high, teaching is very good. High expectations and good opportunities for discussion are particular strengths of the teaching. Interesting work is provided to challenge and stimulate the pupils, and tasks are open-ended to encourage thinking and creativity. Teachers provide good opportunities for the pupils to make choices about their work and to take responsibility for their own learning. There is good, systematic teaching of phonics, grammar and vocabulary skills.
79. Co-ordination and assessment of the subject are good. Good leadership is provided by the co-ordinator in targeting areas for improvement and introducing effective strategies. The school is well resourced with a wide variety of good quality books, audio-tapes and listening corners. Many other commercial and home-made

resources are used creatively and imaginatively to supplement English teaching. The library is attractive and enhanced by displays of pupils' artwork and models. Displays of work by pupils whose first language is not English are well integrated. Picture books, fiction and non-fiction books are well catalogued and displayed, but are not used as well as they might be for independent learning and research. Each classroom also has its own range of books, and there are good arrangements for circulating stock and borrowing books from the central borough resource.

MATHEMATICS

80. SAT results at the end of Key Stage 1 in 1999 were below the national average; however, they were above average when compared with similar schools. Results in mathematics were below those achieved by the pupils in the reading and writing tests. This was largely because the proportion of pupils achieving Level 2, the standard expected for seven-year-olds, was below the national average. Results in mathematics have declined from a high point in 1997 when they were well above average; however, results in 1999 were higher than those at the time of the last inspection. There has been no pattern to any variations in attainment by gender. There is likely to be a decline in results this year as the current Year 2 are a weaker cohort, with a greater proportion of pupils with special educational needs than normal. Results are then likely to improve, as both Year 1 and Reception have much higher standards overall.
81. A key issue at the last inspection was to improve the pupils' mental arithmetic skills. The school has worked hard on this aspect of the pupils' learning and their number skills show much improvement. Many pupils now have a good recall of basic number facts and are developing more than one method for performing simple calculations. All numeracy lessons begin with a warm-up mental arithmetic session, often linked to the main teaching activity. Each class has other timetabled short sessions of mental arithmetic during the week. A variety of activities is used to meet the lesson objectives and to hold the pupils' attention. Year 2 pupils counted in two, five and ten before playing a simple game to help them to recognise multiples of these numbers as an introduction to learning their times tables. This supported the main lesson activity well. The introductory session in a Reception lesson consisted of the pupils trying to put containers of water in order by how full they were. A good emphasis on mathematical vocabulary supported the pupils' learning well. This is a particular feature of all lessons and of classroom displays. Key words for the activity being undertaken are displayed and directly referred to by staff. Teaching also concentrates on the development of mathematical terms and their correct use.
82. Teachers in each class provide regular opportunities for the pupils to use and apply their number skills in the solution of problems or when undertaking mathematical investigations. Many pupils are able to break down problems into short steps, and they begin to search for patterns in their work or try to predict answers. The pupils have a satisfactory understanding of the properties of shape.
83. Teaching is good overall. Lessons are well planned, with tasks and activities provided at several different levels in each class. This and the careful assessment of each pupil's work enable the teachers to match the work closely to their learning needs. The pupils respond well to the lively and enthusiastic style of their teachers. New ideas are developed quickly in each lesson and skills are consolidated well. The pupils put much effort into their work and are keen to do well. The framework for the National Numeracy Strategy is being used by teachers to plan their lessons; however,

each class does not have a daily mathematics lesson at present. The Reception class and Year 2 have three sessions each week and Year 1 has four. This is less than that recommended nationally. The result of this is that in spite of the good teaching less rapid progress is being made overall.

84. Good support is provided for pupils with special educational needs and those with English as an additional language. This support is provided either in the classroom or in small withdrawal groups. The teacher working with pupils learning English as an additional language in a Year 1 class participated in the introduction by sitting with the pupils on the carpet. She spoke directly to the pupils, ensuring that they understood the new work about time, using resources effectively. The group activity supported the work undertaken by the main class and developed the pupils' language well. These pupils benefited considerably and made good progress. In a small Year 2 special educational needs withdrawal group a wide range of resources was used effectively by the teacher to help the pupils to understand how to write simple multiplication sums. One pupil made particularly good progress and was able to apply his understanding to write sums beyond multiples of two, the main focus for the session.
85. Mathematics is well organised and effectively co-ordinated by the member of staff who has taken on the responsibility only this year. Some monitoring of teaching and standards has taken place but this has not yet had the effect of achieving consistency in the allocation of time for the subject across the school. Standards and progress would benefit from a daily mathematics lesson.

SCIENCE

86. The teacher assessments at the end of Key Stage 1 in 1999 were close to the national average at Level 2 and above, but below the national average at the higher Level 3. Results at Level 2 were well above average when compared with similar schools and were in line with similar schools at Level 3.
87. Two science lessons were observed during the inspection. All pupils observed were working at least at the expected level. This is in line with the findings of the previous inspection. Higher-attaining pupils are being given extension tasks, a significant improvement since the previous inspection. For example, in the Reception class, more able pupils were asked to see how many different materials they could find in the school hall when they had finished their set task. During the inspection, there was no evidence of any significant variation in the pupils' understanding of the different attainment targets. No science lessons took place in Year 2 during the inspection. An examination of work in pupils' books, suggests that most pupils will reach the nationally expected levels of attainment by the summer.
88. The pupils make good progress in developing their skills, knowledge and understanding over the key stage. This too, represents a significant improvement since the last inspection. Pupils in the Reception class are being provided with a good grounding in basic scientific skills and ideas and this is improving their levels of attainment. Pupils with special educational needs and those with English as an additional language are making good progress. They are well supported by specialist teachers and classroom assistants. In Reception and Year 1, pupils are able to describe the properties of materials and make sensible suggestions as to their use. A secure curriculum framework for the subject would support the development of skills and ideas for pupils throughout the school.

89. The teaching observed was good or very good. Planning is satisfactory and is linked to a cycle of whole-school topic plans. Individual lesson plans have a clear focus on what the pupils are expected to know by the end of the lesson, with clear recognition of the different needs of pupils of varying attainment. In both lessons observed, the learning outcomes were shared with pupils. Introductions, explanations and support and guidance during group work were well focused. Teachers manage pupils well. Pupils are interested, concentrate well and work effectively, with even those in the youngest class able to work independently. Teachers use questioning effectively to provide links with previous work and to find out what the pupils already know.
90. There is no designated science co-ordinator and the headteacher is acting in this role. The science policy dates from before the last inspection. Science is planned around the whole-school topic, but there are no schemes of work to support coherence in the subject. The headteacher has rightly identified this as a priority for the next academic year. It is intended that planning will be linked to the Qualifications and Curriculum Authority (QCA) documents, which will be adapted to suit the needs of the school. A system for monitoring the teaching of the subject will also be introduced. Assessment is very good and is used effectively to inform teachers' planning.

ART

91. Art is a strength of the school. Although only one lesson was observed during the inspection, the interesting and lively work on display around the school shows that pupils are making very good progress in art and achieving high standards. The displays of pupils' work in classrooms and the hall serve to enrich the school environment, making it a stimulating and interesting place to be.
92. A major reason for this success is the quality of the teaching. Pupils show a keen interest in the subject and work to a high standard, responding enthusiastically to the stimuli provided. Throughout the school, pupils are encouraged to develop close observation skills. This results in careful, detailed work, and enables the pupils to record what they see and to emulate the style of great artists. For example, work around the school demonstrates skills in painting in the style of artists such as Georgia O'Keefe and Van Gogh. The pupils are also encouraged to develop confidence in expression and the appropriate selection and use of materials. This helps them to develop self-expression and an original style.
93. Art is used very effectively to support learning in other subjects. The work seen in Year 2 demonstrates that art is used appropriately to support subjects such as science and geography. Close observational work of Primrose Hill and the Globe Theatre, using drawing and water-colour skills, supports work in history. Art work in the Reception class, such as the rainbow fish models and the Nursery rhyme characters have helped to develop skills in the use of a range of media such as poster paint, pastels and collage. In Year 1, careful close observation sketches of the school and fire-station support work in history and geography, and pastel drawings of hyacinths and polyanthus plants develop drawing and collage skills.
94. The full range of the subject is covered. The pupils have the chance to experience drawing, painting, printing, collage, textiles and three-dimensional work, such as the clay models of traditional homes in Tonga. The subject is very well resourced and the scheme of work gives useful advice for non-specialist teachers on all aspects of

the subject.

95. The very good standards in art seen at the last inspection have been maintained. This has been supported by the careful monitoring of the subject by the co-ordinator and a helpful scheme of work to support teachers in their planning.

DESIGN AND TECHNOLOGY

96. Only one lesson of design and technology took place during the inspection. Further evidence was available from displays of the pupils' work in classrooms and around the school, and from a scrutiny of teachers' planning. From this limited evidence it is not possible to make overall judgements either about the standards achieved by the pupils or the quality of the teaching.
97. A particular feature of the work in design and technology is that pupils are encouraged to look carefully at how things are made and what makes them work. Pupils are expected to make designs and to concentrate on the finish that they apply to their work. A visit for Year 2 pupils has been used well to support their work on different types of building materials and constructions. The pupils have made bridges from a variety of materials, including kits, as part of their work on construction. They evaluated their work and tested it for strength. Year 1 pupils have also looked at the different types of materials used in constructions, and they have made building bricks from plaster. A grandparent, who is an architect, had visited the class to show them how a building is designed.
98. The teacher's introduction to a very well-planned and well-resourced Year 1 design and technology lesson referred back regularly to previous work undertaken by the class. The importance of scale, measuring and marking out was emphasised to the pupils as they prepared to start a task on making a model of a fire-station. Several pupils chose to work in pairs, trying hard to follow the teacher's suggestions while selecting their own resources to fit their purpose well. Many took great care to make their finished building looked like a fire-station by careful colouring of doors and windows to make a pleasant final effect. This emphasis on measuring and marking out was also seen in a display of their drawings of police stations, with doors and windows drawn carefully and to a reasonable scale.
99. There is currently no co-ordinator for design and technology, although one of the teachers is keeping a watching brief over resources and the subject policy.

GEOGRAPHY

100. Standards in geography are good overall. This is in line with the findings of the last inspection. Activities are generally based on well-planned, practical experiences and linked to the whole-school topic. The pupils draw and write about features of their locality after a walk or a journey in the neighbourhood. They are very aware of different buildings and their uses. The pupils make good progress in extending their basic geographical vocabulary. For example, they understand the difference between a satellite map and a street map, and they use the term 'route' correctly. They show enthusiasm for the subject.
101. Only one lesson of geography was seen during the inspection. It was well taught. The teacher had a good understanding of the subject material and knew her pupils well. The lesson moved at a good pace, and group tasks were well matched to the

pupils' abilities. The pupils' attitudes to the subject were good; they responded well to the teacher's high expectations. Pupils with special educational needs and with English as a additional language were particularly well supported.

102. An examination of workbooks and displays around the school shows that teachers set relevant written work to reinforce pupils' learning. Very good use is made of the locality and pupils' own experiences to support the subject. There are some very good displays around the school of trips that pupils have made to other countries, such as Ghana and Tonga. There is also evidence of parental involvement in the production of these displays.
103. Planning is linked to the whole-school topic and schemes of work have yet to be adapted for the subject; however, coherent links are made with other subjects such as science. Assessment in the subject is good with pupils' work clearly and helpfully annotated.

HISTORY

104. Standards in history were judged to be very good at the last inspection. History is taught through the topic cycle and there is no co-ordinator for the subject. From the limited evidence available it is judged that the pupils are making satisfactory progress in history. Pupils show a lively interest in the subject. They listen well and ask thoughtful questions. Teaching is generally good. Work on display and photographic evidence shows that good use is made of visits to historical sites and museums. It also shows the use of historical costumes, artefacts, drama and music, all of which serve to bring history alive for young children.
105. Pupils in the Reception class show a good knowledge and understanding of what babies used to wear and the passage of time, and can compare baby clothes in the past with those worn now. They understand that there is a difference in the way their parents and grandparents were dressed as babies, and can appreciate how things change over time.
106. Pupils in Year 1 have investigated their own school building. They have discovered that it is 120 years old and was built in Victorian times. They have learnt what it was like to be a child at school in Victorian times and how that differs from now. They have learnt about Egyptian gods, the Pharaohs, the Pyramids, and mummies.
107. Pupils in Year 2 studied the reconstruction of the Globe Theatre on Bankside as part of their integrated topic work on buildings. They looked closely at its construction and showed the wood and straw in their line drawings and water colour pictures, integrating this work closely with their science work on building materials. They also learnt about Shakespeare, London Bridge and the Great Fire of London.
108. There is currently no co-ordinator for history so little monitoring of the subject takes place.

INFORMATION TECHNOLOGY

109. Two lessons were observed during the inspection where the focus was on the direct teaching of IT skills. On other occasions pupils were observed using computers to support their learning in other subjects. The combination of these activities is enabling the pupils to make satisfactory progress in the development of their IT skills.

Teaching and the standard of work seen are both satisfactory. Each classroom has one computer and suitable software, but the ratio of pupils to each computer is higher than the national average. More computers and the further integration of IT activities into subject plans are needed to ensure that the school can keep up with developments in IT nationally.

110. The pupils in a Year 2 lesson were interested by the teacher's good demonstration of how to merge some text with a picture that she had drawn. They were keen to see what the computer could do and how to operate the program themselves. They were also shown how to save their work, although none of them had time to demonstrate that they could do this independently. The pupils were kept involved by the good use of questioning and the enthusiasm shown by the teacher. Although the class had to be shown this on one computer, all concentrated well. The pupils in Reception were similarly given a demonstration by the teacher, although this was towards the end of the afternoon session when many were becoming tired and restless. The teacher was sensitive to this and cut the lesson short. Some of the pupils who had the opportunity to work on the production of a repeating shape pattern could use the mouse to drag objects into various positions on the screen. This lesson set up activities for the pupils for the remainder of the week.
111. Teachers are providing opportunities for the pupils to consolidate their IT skills and to use these to support their learning in other subjects. The pupils' simple word-processing skills are used in literacy lessons in Year 2 and to help with sentence construction in Year 1. They also use painting packages in art and adventure games with a mathematical theme. These activities also help the pupils to develop their use of the mouse, the cursor keys and the keyboard. Few are yet sufficiently confident or proficient to load programs or to print their work without adult supervision.
112. The policy for IT has been reviewed, and although there is a scheme of work to support planning, teachers do this independently. The QCA planning documents have yet to be adopted and adapted to the needs of the school. The school has become part of the National Grid for Learning, through which the pupils have access to the Internet. No formal monitoring of the subject takes place.

MUSIC

113. Music is a major strength of the school. Its appreciation and performance are an important part of the life of the school.
114. Pupils are attaining very high standards in music for their age because of the excellent teaching, which employs a wide range of effective techniques, expert musical knowledge and outstanding skills. All lessons display very high expectations of pupils' learning, attitudes and behaviour. The teaching methods successfully integrate singing, music-making, performing, composition and appreciation. This involves all of the pupils' senses, celebrates their skill as musicians and is enormously enjoyable.
115. In all lessons observed, pupils had the opportunity to sing to guitar and piano accompaniment, to move and dance in time to music, feeling the rhythm and pulse, and to play a range of tuned and untuned percussion instruments to accompany the singing and dancing. For example, in a Year 2 lesson, pupils danced confidently to sixteenth century music, played a singing game and performed a Chinese dragon dance. They accompanied these songs with xylophones, glockenspiels and a range

of untuned percussion instruments, following a conductor. They composed their own tunes showing their knowledge of the ABA form, and the pentatonic and diatonic scales.

116. Pupils sing clearly with verve and enthusiasm in music lessons and assemblies, with accurate pitch, clear words and a strong sense of rhythm. They obviously enjoy the music, concentrate well and treat each other and the instruments with great respect. They are developing a good repertoire of songs which they know by heart. They can sing in three parts, listening very carefully to each other's part and using crescendo and diminuendo very effectively. A small group of pupils are learning to play the recorder.
117. Standards and the quality of music provision are carefully monitored by the co-ordinator. As a result of her considerable expertise the subject continues to maintain a high profile in the school. Standards in music are continually being improved.

PHYSICAL EDUCATION

118. The amount of time devoted to physical education (PE) in each class is limited. In one of the classes only one 30-minute PE session is timetabled each week. This is insufficient for pupils to experience a suitably broad curriculum. The school hall, which is used for indoor PE sessions, is cramped, as it has to act as a storage area. It is barely suitable for lessons.
119. It is not possible to make overall judgements about many aspects of PE as only one session of physical education took place at Key Stage 1 during the course of the inspection. This was a swimming lesson for Year 2 pupils at the local swimming pool. This is a valuable but expensive resource, both financially and for the time taken up. One hour of teaching time is taken up walking to and from the pool and changing, for a 30-minute swimming session. Unfortunately, only one instructor was available for this session. He spent the majority of the time teaching the confident swimmers the breaststroke leg and arm actions while supervising the remainder. The great majority of the class can swim at least 10 metres, with there being very few non-swimmers. During this session many pupils worked hard to perfect the actions. The very best swimmers were able to co-ordinate the arm and leg actions for a few strokes before the end of the lesson. Others needed much more practice of this difficult stroke; however, they are achieving well for their age.
120. The teacher who has recently assumed responsibility for the oversight of the subject has completed an audit of the resources and identified the need to extend the range of small games equipment. She is not required to monitor provision beyond this. The school now needs to give PE a higher profile in the future, to provide all pupils with a broad and balanced curriculum with sufficient time to develop their skills.

RELIGIOUS EDUCATION

121. At the end of Key Stage 1, the pupils' attainments exceed the standards expected in the locally agreed syllabus for religious education. This is an improvement since the last inspection.
122. Throughout the school, pupils appreciate that people belong to different faiths. They gain a basic understanding of celebrations such as Christmas, Diwali and Eid. They can recall events in the life of Jesus such as the ride into Jerusalem on Palm Sunday.

123. Only one lesson was observed during the inspection, and it was well taught. The teacher linked the lesson to previous work and introduced drama into the Easter story. With skilful questioning she was able to elicit from the pupils why Jesus was angry with the money-lenders in the Temple. Behaviour was managed very well; pupils moved from listening and discussion of the story to acting it out smoothly and quietly. The positive relationships that exist in the school between staff and pupils encourage sensible and reflective discussion. Pupils with special educational needs and those with English as a second language make good progress in the subject.
124. The locally agreed syllabus for religious education is to be adopted, and a scheme of work based on the syllabus is planned. Assessment in the subject is very good. Links with the community are very well developed. The subject makes a valuable contribution to pupils' spiritual, moral, cultural and social development. Pupils visit local churches, mosques and temples. Resources for the subject are satisfactory.