

# INSPECTION REPORT

**Allenby Infant and Nursery School**

Southall

LEA area: Ealing

Unique Reference Number: 101891

Headteacher: Ms G Borg

Reporting inspector: Mrs A Dancer  
20848

Dates of inspection: 29<sup>th</sup> November – 2<sup>nd</sup> December 1999

Under OFSTED contract number: 706605

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

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## Information about the school

Type of school	-	Nursery and Infant
Type of control	-	Community
Age range of pupils	-	3-7 years
Gender of pupils	-	Mixed
School address	-	Allenby Road Southall Middlesex UB1 2HX
Telephone number:	-	0208 5786636
Fax number:	-	0181 578 2232
Appropriate authority:	-	Governing Body
Name of chair of governors:	-	Mrs J Brar
Date of the previous inspection:	-	June 1996

## Information about the inspection team

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs A Dancer Registered Inspector	Literacy support Information technology Music Religious education Areas of learning for children under five	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management
Mr C Farris Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency
Mrs S Handford	English English as an additional language Equal opportunities	Pupils' spiritual, moral, social and cultural development
Mrs B Skiven-Baker	Mathematics History Geography Special educational needs in the main school	Staffing, accommodation and resources
Mr C Jones	Science Design and technology Art Physical education	The curriculum and assessment
Ms S Thomas	Special educational needs in the unit for pupils with pupils with severe learning difficulties	

The inspection contractor was:

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

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## Main findings

### WHAT THE SCHOOL DOES WELL

- The headteacher and governors have established a clear educational direction for the school.
- High standards are achieved in religious education and design and technology.
- The curriculum and record-keeping for children under five support their learning well.
- Teaching is very good in the Rainbow class for pupils with severe learning difficulties, and good in the nursery.
- Pupils in the Rainbow class benefit from very well co-ordinated provision in all areas of their learning.
- Relationships amongst the pupils and between the pupils and adults are very good. Pupils are keen to learn, behave well, and are responsible and trustworthy.
- Good provision is made for the moral and social development of pupils.
- There are very good procedures for pupils' health and safety.
- Good information is provided for parents about the school and their children's progress.
- Financial control and school administration are very efficient.

### WHERE THE SCHOOL HAS WEAKNESSES

- The progress of pupils in the younger class in Year 2 is unsatisfactory in many lessons.
- Not enough pupils attain the above average Level 3 by the end of Year 2.
- Children entering the nursery with low attainment make unsatisfactory progress in literacy and mathematics.
- There is insufficient monitoring of learning.
- The school development plan does not include all major planning initiatives.
- Attendance is below the national average.

**The many strengths of the school outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Progress since the last inspection has been satisfactory. The headteacher, who has been in post for less than three years, has introduced many changes that have led to improvement. During this period, 60 per cent of teaching and support staff have left the school. Good appointments have been made to strengthen and broaden the expertise of the staff team. The standard of whole-class teaching has been improved through effective staff development. Comprehensive school aims have been written that are reflected well in policy documents, and schemes of work are now in place in all subjects to support continuity in learning. Standards have been raised in information technology and design and technology through a broader curriculum and improved quality of teaching. Many areas have been sharpened up by the introduction of efficient and effective routines; for example, child protection, health and safety, governors' procedures and involvement, and consultation with and information to parents. The formation of the Rainbow class for pupils with severe learning difficulties has been very effectively managed, and has benefited all children in the school.

In addressing the key issues from the last inspection, the school has been successful in improving attendance each year. This is a significant improvement, although attendance is still below the national average. The support for pupils with English as an additional language is developing well. The underspend in the budget has been substantially reduced and the school development plan is now linked with finance, but the most recent school initiatives and financial commitments are not included in the plan. The role of the co-ordinator has been developed, and the monitoring of teaching skills and classroom management has been effective. However, the monitoring of learning is still weak, and because of this the school has not been successful in increasing the progress of higher attaining pupils.

The capacity for improvement is good because the improvements introduced by the headteacher, many of which are newly in place, and the effects are only just beginning to be felt.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by seven-year-olds in 1999 based on the National Curriculum tests in reading, writing and mathematics:

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

The table above shows that in reading, standards are in line with the national average when compared with all schools, but well above average when compared with the results achieved in schools with pupils from similar backgrounds. In writing and mathematics, although standards are below the national average, attainment is average when compared with the results of pupils in similar schools. The similar schools comparison is based on other schools nationally where the number of pupils known to be eligible for free school meals is well above average. The percentage of pupils reaching the expected level in the teacher assessments in science is well below the national average for all schools, and is also well below average when compared with assessments in similar schools nationally. Boys' results are well below the girls. This is because more than half the boys were on the register of special educational needs or had recently joined the school and were in the early stages of acquiring English. The percentage of girls reaching the expected level (Level 2) or above is well above the national average in reading, above the national average in writing, and in line with the national average in mathematics and science. In comparison with similar schools, the girls' attainment is well above average in reading and writing, and above average in mathematics and science.

At present, standards in Year 2 are similar to those identified in 1999. However, the progress made by pupils in the younger Year 2 class is unsatisfactory. In many classes, higher attaining pupils make unsatisfactory progress where activities are unchallenging. There is no clear difference in the attainment of pupils from the different ethnic groups, or of pupils with English as an additional language who started school in the nursery. Pupils' performance in information technology is in line with the national expectation for pupils of their age. In religious education, standards of attainment are higher than those expected for pupils of their age in the local agreed syllabus. Pupils achieve highly for their age in design and technology and in line with other pupils of their age in all other subjects. Pupils in the Rainbow class for pupils with severe learning difficulties make good progress towards the targets in their individual education plans in response to teaching of high quality.

## QUALITY OF TEACHING

Teaching in:	Under 5	5-7 years main school	5-7 years Rainbow class
English	Satisfactory	Satisfactory	Very good
Mathematics	Satisfactory	Good	Very good
Science		Satisfactory	Very good
Information technology		Satisfactory	Very good
Religious education		Good	Good
Other subjects	Good	Satisfactory	Good

The quality of teaching varies in the different sections of the school, and this is reflected in the progress of the pupils. Teaching is less than satisfactory in one Year 2 class, where the learning needs of the pupils are not addressed in sufficient depth in many lessons and they make

unsatisfactory progress. Teaching in the Rainbow class for pupils with severe learning difficulties is very good, and pupils make good progress. Teaching is good in the nursery in personal and social and physical development, and children make good progress in these areas. Teaching in the reception classes and in Years 1 and 2 is satisfactory overall. Teaching is very good in mathematics in Year 1, where pupils of all capability are making good progress. It is good in religious education, where pupils are encouraged to debate and reflect. However, tasks set in many lessons are not sufficiently challenging, particularly for higher attaining pupils, which slows progress. Overall, teaching was at least satisfactory in 91 per cent of lessons. Over 50 per cent of teaching was good during the inspection and 20 per cent of teaching in this category was very good.

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

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils behave well in most lessons and around the school. Some pupils in one Year 2 class become restless when the work is unstimulating.
Attendance	Below average, but showing good year on year improvement.
Ethos*	Good. Pupils have good attitudes to learning. Relationships are very good and pupils work and play well together.
Leadership and management	Satisfactory overall. The headteacher provides good leadership with the support of an active governing body. Good appointments have strengthened and broadened the staff team. The formation of the Rainbow class has enhanced the status of the school. The headteacher has closely monitored the unsatisfactory teaching in Year 2 and taken suitable action. Monitoring by subject co-ordinators does not include the suitability of tasks given to pupils, or the progress they make within each lesson. The school development plan does not include all the initiatives taking place in the school and this creates difficulties in monitoring the life and work of the school.
Curriculum	The curriculum is broad and balanced. Satisfactory provision is made for pupils who speak English as an additional language, including those who start school in the early stages of acquiring English. There are new procedures in place for assessment that are satisfactory, but they do not yet contain sufficient information to help teachers plan for the next steps in learning. This results in planning that does not always meet the needs of the pupils, particularly the lower attainers in the nursery and the higher attainers in Years 1 and 2.
Pupils with special educational needs	The high quality of teaching in the Rainbow class for pupils with severe learning difficulties is a strength of the school. It is well managed by a teacher who is firmly committed to ensuring that all pupils, whatever their educational need, make good progress. The needs of pupils with special educational needs in the main school are met effectively through their individual education plans. Good support is given in the literacy hour.
Spiritual, moral, social & cultural development	Good provision for pupils' moral and social development. Satisfactory provision for their spiritual and cultural development.
Staffing, resources and accommodation	Sufficient teachers. All adults working in school have good support for their professional development and work well together in year group teams. Satisfactory accommodation and resources.
Value for money	Satisfactory. Overall, pupils make satisfactory progress.

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



## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• The values and attitudes the school promotes</li> <li>• The good relationships - everyone gets on well</li> <li>• Standards have improved since the last inspection</li> <li>• Teachers are easy to talk to</li> <li>• Parents are encouraged to play an active part</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying at playtime has increased lately</li> <li>• Parents do not have enough information on the topics to be covered so that they can help their children</li> <li>• Homework does not challenge higher attaining children</li> </ul>

The inspection team agrees with the positive views of parents.

Observations of children at play at break times and lunchtimes revealed no bullying, and no children spoken to said that they had experienced bullying or seen it happening. Information to parents about the curriculum has improved lately, and the relevant information is sent to parents of each age group. The findings of the team concerning homework are that it is set regularly, is varied, and meets the needs of most pupils. However, as in some lessons, there is insufficient stimulation or challenge for the higher attaining children.

### Key issues for action

In order to rectify the weaknesses and improve the quality of education in the school, while maintaining its strengths, the governing body, headteacher and staff should:

Improve the progress made by pupils in the younger Year 2 class to raise standards by:

- ensuring more effective behaviour management to enable pupils to concentrate on their work;
- raising teacher expectations, particularly of the higher attainers, so that pupils are given suitably challenging tasks.

(paragraphs 16, 23, 28, 30, 58, 104, 109, 110, 115, 118, 166)

Raise the number of pupils attaining the above average Level 3 by the end of Year 2 through improving assessment and the recording of attainment by:

- providing stimulating tasks and activities that allow pupils to develop their knowledge, understanding and creativity, including opportunities for independent research;
- continuing to implement the newly introduced system of record-keeping in English, mathematics and science;
- ensuring that teacher assessments are accurate in each subject by compiling folders of work moderated by all staff to illustrate different levels of attainment and using these to inform assessments;
- making an accurate assessment of what pupils know, understand and can do; appreciating that this may be well in advance of what has previously been taught;
- monitoring the records to ensure consistency of assessment throughout the school;
- evaluating the effectiveness of the recording systems as a support for planning to meet the identified needs of pupils and as a means of monitoring and evaluating their progress.

(paragraphs 11, 12, 16, 28, 40, 42, 44, 51, 94, 95, 99, 104, 106, 107, 108, 112, 113, 115, 118, 120, 123, 124, 130, 141, 152, 158)

Improve the standards of lower attaining children in the nursery and reception classes by:

- analysing the formal assessments made in the reception class to identify the gaps in knowledge and understanding of the lower attaining children in literacy and mathematics;
- using this information to provide additional, relevant activities for children in the nursery and reception classes;
- monitoring their progress.

(paragraphs 11,15, 42, 44, 92, 94, 95, 97)

Improve the monitoring of learning by:

- focusing on the learning objectives for the lesson, and whether they build effectively on the existing knowledge and understanding of the pupils;
- noting if the pupils are given activities that are stimulating and well matched to their learning needs;
- evaluating the progress of groups of pupils of differing capabilities, and whether this is good enough.

(paragraphs 30, 60, 112)

Improve the quality of the school development plan by ensuring that:

- it contains the major initiatives and developments that are taking place in the school;
- it is closely linked to finance and sufficiently forward looking.

(paragraphs 62, 71)

Continue to work to improve levels of attendance (paragraph 27).

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- In some subjects there are no records of pupils' knowledge and skills to help teachers when planning new topics; (paragraphs 129, 135, 141, 147, 158)
- Teachers in Year 2 do not always plan together effectively to ensure that pupils are not disturbed by noise from other groups in the shared space. (paragraphs 31,163)
- Planning for learning in the literacy hour is not consistent and does not always sufficiently promote knowledge of letter sounds and letter combinations. (paragraphs 32, 99, 102, 110)
- Pupils wear uncovered bracelets, bulky hair slides and earrings in physical education lessons and this is not safe. (paragraphs 54, 168)
- Access to the fire door in the resources area can be obstructed if learning resources are not stored neatly. (paragraph 54)
- There is a limited range of fiction and non-fiction books, restricting choice for all pupils. Few pupils were seen reading books outside the literacy hour. (paragraphs 92, 112)
- There is a shortage of resources to support pupils in the early stages of acquiring English who receive support through the Ethnic Minority Achievement Grant. (paragraph 69, 111)

## **Introduction**

### **Characteristics of the school**

1. Allenby School is located in an urban area on the borders of Southall and Greenford, within the London Borough of Ealing. It serves a mixed area of privately owned and rented accommodation that includes some high-rise flats. The school was built 28 years ago and consists of self-contained buildings for the nursery and infant departments, which were separate schools until 1993. In January 1999, the 'Rainbow class', a small unit for pupils with severe learning difficulties and/or autism or delayed communication, was opened in the school. There were seven pupils in the Rainbow class at the time of the inspection. The school building is still being adapted to meet the special needs of these pupils.
2. There are 151 pupils in the infant department, 86 boys and 65 girls. There are seven classes including the Rainbow class, and they contain an average number of 22 pupils. There is some movement of younger infant pupils when their older siblings transfer to several nearby primary schools at the age of seven. Nursery children attend part time. They start school on or after their third birthday and transfer to the reception classes in the September after their fourth birthday. At the time of the inspection there were 71 children attending part time in the nursery and 32 of the 55 children in the reception classes were still under five years old. Children have

a wide capability range on entry to the nursery, but an unusually high proportion of pupils are very low achievers, resulting in below average attainment overall. Attainment at statutory school age is still below average overall.

3. More than 84 per cent of pupils in the infant department come from a mixture of ethnic groups, and 62 per cent of the pupils in the school speak English as an additional language. The most frequently spoken languages are Panjabi, Urdu, Somali and Gujarati. Some pupils start school in the early stages of acquiring English. A part-time teacher employed by the school, using funding from the Ethnic Minority Achievement Grant, supports 13 of these pupils who have entered school in Year 1 and Year 2. Six pupils who have English as an additional language also have special educational needs.
4. Almost thirty per cent of pupils are registered as eligible for a free school meal, and this is above the national average. There are 24 pupils on the register of special educational needs, including the seven pupils in the Rainbow class for pupils with severe learning difficulties. This is below average for a school of this type and size. Nine pupils have statements of special educational need. The identified needs of these pupils are mainly severe learning difficulties, autism or delayed communication.
5. The headteacher has been in post since January 1997. Since then, 60 per cent of teachers and support staff have been appointed, and 75 per cent of the governing body has changed. The headteacher has introduced effective induction procedures and undertaken a thorough revision of school documentation to ensure consistency in teaching methods and management procedures.
6. The school mission statement:- ' Our school is a small, caring community, where individuals are valued and achieve self-esteem through success. We put success within the grasp of every child, but make each one stand on tiptoe to reach it.'
7. In support of the mission statement, the school has developed a comprehensive set of aims, which are referred to in all policy documents.
8. The school is working to achieve the 'Basic Skills Quality Mark' for setting and meeting targets for pupils. An important priority to meet the Quality Mark is monitoring the progress of pupils and set realistic but challenging targets for improvement. This has been so successful that the targets originally set by the school for attainment in the National Tests for 2000 were exceeded in the 1999 tests. The school is now determined to raise attainment for those pupils predicted to attain Level 2C in writing and mathematics to Level 2B. It is also hoped to increase the proportion of pupils achieving Level 3, which is one level above that expected nationally for pupils at the end of Key Stage 1.

## Key indicators

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

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

Year	Boys	Girls	Total
1999	18	23	41

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	10	14
	Girls	22	21	21
	Total	35	31	35
Percentage at NC Level 2 or above	School	85 (77)	76 (63)	85 (73)
	National	79 (80)	83 (81)	86 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	11	12	12
	Girls	21	21	19
	Total	32	33	31
Percentage at NC Level 2 or above	School	78 (70)	80 (73)	76 (73)
	National	82 (81)	86 (85)	87 (86)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	7.8
	National comparative data	5.4
Unauthorised Absence	School	0.2
	National comparative data	0.5

### Exclusions

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

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	20
Satisfactory or better	92
Less than satisfactory	8

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

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

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

#### **Attainment and progress**

9. Pupils' performance in the end of Key Stage 1 National Curriculum tests in 1999 is broadly in line with the national average in reading, but below the national average in writing, and mathematics. Compared with the results achieved in schools with similar backgrounds, pupils' performance is well above average in reading, and in line with the national average in writing and mathematics. Teacher assessments in 1999 are in line with the test results in reading and writing and slightly below the test results in mathematics. However, there are insufficient numbers of pupils attaining the above average Level 3, particularly in reading and mathematics. In science in 1999, teacher assessments show the percentage of pupils reaching Level 2 and above as well below the national average and the percentage reaching Level 3 as below average. In previous years there has been little difference between the attainment of boys and girls. In 1999, however, boys' results are well below the girls. This is because more than half the boys were on the register of special educational needs or had recently joined the school and were in the early stages of acquiring English. The percentage of girls reaching the expected Level 2 or above is well above the national average in reading, above the national average in writing, and in line with the national average in mathematics and science. In comparison with similar schools, the girls' attainment is well above average in reading and writing, and above average in mathematics and science. Despite the low attainment of boys, the average attainment of pupils in the 1999 tests and assessments shows a good improvement on the 1998 results in all subjects compared with pupils in similar schools. This suggests that the improved planning and classroom management of teachers is having a positive effect on standards, and agrees with the opinion of parents that standards are rising. However, comparing standards in 1999 with those at the last inspection in 1996, the percentage of pupils reaching Level 2 and above is similar in reading but lower in writing, mathematics and science.
10. The attainment of pupils in the present Year 2 is average in reading, and below average in writing, mathematics and science. Standards are similar to the test results for Year 2 pupils in 1999 in reading, writing and mathematics and higher in science. There is no evidence that pupils from any particular ethnic group do less well than others and little difference in the performance of boys and girls. In all of these subjects, the proportion of higher attaining pupils is lower than that identified in the formal assessments made in reception. These pupils make unsatisfactory progress in many lessons because the assessment system does not clearly identify pupils' knowledge and skills and teachers have low expectations that result in unchallenging work. In contrast, many lower attaining pupils make good progress through the key stage and by Year 2 the proportion of lower attaining pupils is lower than that identified in the reception assessments. The attainment and progress of many pupils in the younger Year 2 class are held back because of unsatisfactory teaching in many lessons. Pupils with special educational needs make good progress in English, where they are withdrawn for literacy lessons with the special needs co-ordinator.
11. Children entering the nursery on their third birthday have a broad range of attainment, but generally their attainment is lower than that of most children of their age. Many have a limited experience of life beyond the home and place of worship, and most have not attended a playgroup or spent time with other young children. The majority of pupils in the school come from homes where English is not the first language. On entry to nursery, for many of these children, this is the first occasion in which they are in a mainly English-speaking environment, and so they acquire English at the same time as learning other pre-school skills. When children start school full time in the reception class in the Autumn term after their fourth birthday, focused assessments show that in language and literacy and mathematics the attainment of most children is still below that found nationally. The proportion of higher attaining children is in line with that found nationally, but the average score of the lowest 25 per cent of pupils is well below the national level, and below the average score of children in Ealing.
12. By the age of five, most children have already achieved the Desirable Learning Outcomes for personal and social education and for physical development. They are confident and settled, climb and balance confidently and are learning to control pencils effectively. In the areas of

language and literacy, mathematics, knowledge and understanding of the world, and creative development many children do not meet the Desirable Learning Outcomes for five-year-olds until well after their fifth birthday. By the age of five, most children, including more than half of the year group who have English as an additional language, speak clearly, listen well and are confident to ask and answer questions. However, many have limited early reading skills, and know only a few sounds. Few children are beginning to write independently. Many children have a satisfactory understanding of numbers to 10 and count and match confidently but many have a limited knowledge of pattern, mathematical language and solving simple practical problems. Most children have a good knowledge of the celebrations of the major faiths represented in the school. They use the computer mouse with confidence to move objects on the computer screen. Their general knowledge is still limited. Progress in creative development is satisfactory overall. Children play musical instruments with confidence, and sing tunefully. They develop suitable artistic techniques, but progress is restricted because they frequently do not have an open choice in construction or painting.

13. By the end of Key Stage 1, pupils listen attentively to the teacher and answer questions clearly, with higher attaining pupils giving reasons for their answers. Average and higher attaining pupils are enthusiastic readers who name favourite authors and characters. Higher attaining pupils read fluently, but the range of fiction and non-fiction books is too narrow for them to develop knowledge of a wide range of genres. Lower attaining pupils have poor knowledge of letter sounds. Pupils' writing is not of a high enough standard, particularly for the higher attaining pupils. They do not have enough opportunities for unsupported, creative writing, and to develop skills of writing for different purposes in other subjects of the curriculum. Most pupils add and subtract numbers to 20, given time, and are developing an understanding of multiplication. However, many pupils have a limited mathematical language and find problem solving and the concepts involved in mass, measurement and capacity very difficult. Pupils have a developing knowledge of light, electricity, materials and their properties and of life processes and living things. However, as in mathematics, many pupils find concepts and connections between different aspects of the subject difficult to understand, and attainment is below average. Higher attaining pupils are not challenged sufficiently to investigate and make discoveries for themselves.
14. Attainment in information technology is in line with that expected nationally. Pupils in Year 2 have a good knowledge of how to input and edit text, and use software confidently to support learning in many curriculum areas. In religious education, pupils' attainment is above that expected for pupils of their age in the local agreed syllabus. Pupils are knowledgeable and sensitive about the different faiths represented in the school. In design and technology, pupils in Year 2 have an understanding and skills above those expected for their age. In art, geography, history, music and the aspects of physical education that were observed, the pupils' knowledge, understanding and skills are in line with those of most pupils of their age.
15. In the nursery and reception classes, children under five make very good progress speaking and listening skills. They make satisfactory progress in using the computer and developing their knowledge and understanding of the world through religious celebrations, visits to the locality and visitors to school. In other areas, progress is more uneven. Children make good progress in the nursery in personal and social development as they learn to develop relationships with other children and adults, to share toys and take turns. Progress is satisfactory in the more teacher-directed activities in the reception classes. Children make very good progress in physical development in the nursery and good progress in the reception classes. They climb, ride wheeled toys and learn ball skills in the well-equipped outdoor area and experience a good range of activities designed to develop hand and finger skills. Progress in writing, number and creative development is uneven. Most children confidently make marks to communicate in the nursery, and by the age of four, many are incorporating letters in their writing. On transfer to the reception classes, children lose this independence as progress slows when they are required to trace over or copy under the teacher's writing. Number skills develop slowly in the nursery but children make faster progress in structured lessons in the reception classes. Some exciting creative experiences are provided, such as mixing cornflour with water and ink in reception, but too many activities leave little room for creativity or exploration.
16. At Key Stage 1, pupils make good progress in speaking and listening and satisfactory progress in reading, writing, mathematics and science overall, but progress varies between year groups

and classes and also according to the capability of the pupils. All pupils make good progress in the well-taught class sessions at the start of each lesson. Through the key stage, lower attaining pupils make consistent and sometimes good progress. They benefit from tasks and activities that match their needs and consolidate class work effectively. Many pupils with very low scores in the reception assessments do well to reach Level 2 in the tests in Year 2. Schemes of work have been written since the last inspection, and these enable teachers to develop knowledge, understanding and skills in sequence. Most pupils consolidate and develop learning in literacy, numeracy and science systematically as they move through the key stage. However, their rate of progress is limited, as it was at the time of the last inspection, by the lack of detailed records that identify what pupils know, understand and can do, and by activities that are unstimulating and do not match their needs. This particularly affects higher attaining pupils, who make unsatisfactory progress in many lessons. Teachers have low expectations of their capability and there are few opportunities for independent research or co-operative learning. The exception is in Year 1 in mathematics and some science lessons, where work is stimulating and well matched to the needs of all pupils. Very good progress is made in many of these lessons and good progress over time. In one class in Year 2, most pupils have made unsatisfactory progress in many lessons this term because expectations of behaviour and capability are low and learning objectives unclear.

17. Progress in information technology is satisfactory because skills are taught in sequence to the whole class and programs are well chosen to consolidate learning. Progress in religious education is good. The school builds effectively on the multifaith background of the pupils and their wide range of first hand knowledge. Teachers have good subject knowledge and teach with sensitivity, creating good opportunities for reflection and discussion that are not found in other subjects. Progress is good in design and technology, where the pupils are able to express their individuality in design with good support from the progressive development of relevant skills and a wide selection of materials. For example, pupils in Year 2 designing slippers learned the new skill of vertical joining of card to make the heel, while developing their own design ideas. Pupils make satisfactory progress in art, geography, history and music and in gymnastics and dance in physical education. In all of these subjects, progress is good where pupils are allowed to develop their own ideas and work independently.
18. Pupils in the early stages of acquiring English make good progress in language and literacy in the nursery, although by the time they enter main school their attainment remains below that of most pupils of their age. Most pupils make good progress in English in the skills of speaking and listening for a range of purposes, and satisfactory progress in reading and writing in the reception classes and throughout Key Stage 1. Pupils entering the school at Key Stage 1 in the early stages of acquiring English make satisfactory progress through structured teaching in the literacy hour by the teacher funded through the Ethnic Minority Achievement Grant. Other pupils with English as a second language, the majority of pupils in the school, mainly make satisfactory progress. Teachers are alert to the needs for developing subject specific language. Pupils are keen to learn and frequently ask questions to clarify meaning.
19. Pupils with special educational needs in the main school make good progress in English towards the targets in their individual education plans. They have effective help from support staff and in Year 2 from good teaching in withdrawal groups during the literacy hour. In mathematics and science they make satisfactory progress through tasks that meet their needs and good support from the non-teaching assistants. In other subjects, pupils make satisfactory gains when seen against the background of their prior attainment. This is because of the good inclusion of all pupils in the whole-class teaching sessions, with questions targeted to individual pupils that boost their confidence and self-esteem.
20. The seven Year 1 pupils in the Rainbow class for pupils with severe learning difficulties achieve well for their ability and make good progress. The individual plans for their personal, social and academic development are very well structured and ensure that learning is in small, achievable steps in all subjects. For example, in handwriting, each pupil has a specific programme of exercises designed to develop the control and skills to form letters correctly. Independent tasks are time linked in order to monitor and improve concentration. The high standard of teaching and teamwork, the very good relationships and praise for best efforts create an excellent climate for learning in which all pupils try their best and are proud of their individual achievements. Very good resources and stimulating and challenging activities make learning fun. Pupils make good

progress in their social development where they are included in whole-school assemblies and some lessons with pupils in Year 1.

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

21. Children develop good attitudes to learning while they are under five. They work well individually and with others, for example when working on the computer, or re-enacting the story of The Three Bears. They take great care of equipment, such as musical instruments and books, and tidy up willingly and efficiently at the end of each session. Children are well behaved, and quickly learn to take turns when speaking to the class or playing a simple game. They are eager to learn, concentrate well and persevere until they have completed the tasks that they are given. Relationships are very good and pupils give each other good support, as in the gymnastics lesson where a girl stepped forward to hold her friend's hand as she nervously stepped down onto a sloping plank.
22. At Key Stage 1, pupils' attitudes to learning are good. They respond particularly well in question and answer sessions where the whole class are involved, showing very good concentration as they share their ideas and learn together. Pupils collaborate successfully when given the opportunity, as in science in Year 1, where pupils were investigating the effect of exercise on the body. When given set tasks, pupils generally persevere well to complete their work. In numeracy lessons in Year 1, where the teachers had high expectations of what pupils could achieve in the lesson, pupils rose to the challenge and worked enthusiastically for the whole lesson, co-operating well to support each other in their learning. Where concentration wavers it is usually because too long has been allowed for an activity, or the work set does not engage the interest of the pupils or meet their needs. Pupils in the Rainbow class for pupils with severe learning difficulties have a very positive attitude to learning and enjoy their lessons. They understand the significance of taking turns and wait patiently while others make their contribution to lessons. They have grown in confidence considerably since starting at Allenby School. When they find tasks difficult, they keep trying, accepting the importance of being as independent in their learning as possible.
23. The inspection evidence supports the views of parents that behaviour in lessons and around the school is generally good. In a very few lessons in Year 2, the teacher did not apply the school behaviour code consistently, and pupils had no clear boundaries within which to work. In these lessons, pupils made unsatisfactory progress. In most classes, the behaviour code is used effectively to support learning. Pupils appreciate that the rules and sanctions are fair, and that if they ignore a warning they will have a time-out penalty. On the few occasions where this was necessary, the pupils accepted the time-out with a good grace, and behaved well for the rest of the lesson. Pupils share resources amicably such as art materials and books. They are very sensible when moving about the school; for example, when going to the hall for assembly or physical education. When eating lunch, pupils sit sensibly and talk quietly. There was no evidence of unacceptable behaviour or bullying in the playground. There were no exclusions in the last school year.
24. The quality of relationships within the school is very good, both among pupils and between pupils and adults. Boys and girls from all ethnic groups, work and play happily together. All pupils enjoy the times when the pupils in the Rainbow class are included in school assemblies and playtimes. Pupils in Year 1 look forward to the days when all pupils from the Rainbow class join them for gymnastics and four pupils share their science lessons. Children in the nursery were proud to share a picture book made by the Rainbow class for pupils with severe learning difficulties. Pupils in the main school classes are gaining a very positive view of disability.
25. Pupils respect the feelings, values and beliefs of others. Through celebrating the special days of the major religions represented in school, and the sensitive teaching in religious education lessons, pupils appreciate that others have different beliefs and customs from their own. They are interested to learn about ideas that are different from their own, and older pupils discuss the similarities and differences of their religions with maturity. Charity collections encourage pupils to consider the needs of those less fortunate than themselves. Pupils respond well to opportunities for their personal development, accepting an increasing responsibility for keeping the school and grounds tidy. Older pupils carry out their responsibilities in the dining room conscientiously. Where they are encouraged to use their initiative and make choices in their



work, as in mathematics and science investigations, the pupils use these well, and make good progress, but these opportunities are limited. Pupils in the Rainbow class for pupils with severe learning difficulties willingly accept responsibility for taking their own chairs to the table for practical work and putting on their aprons for art. They happily put away their building blocks in boxes and return the boxes to their storage place.

26. Pupils enjoy school. Their good attitudes to learning, good behaviour and response to the opportunities provided for their personal development, as well as their very good relationships with each other and adults, all make a positive contribution to their progress and the standards they attain.

### **Attendance**

27. Attendance for the last reporting period was 92 per cent, which is below the national average and unsatisfactory. However, unauthorised absence is well controlled and is low. Extended overseas holidays by Asian families account for 0.5 per cent of the total absence. These prolonged absences have an adverse effect on the academic progress of the small number of pupils involved. Although attendance is below the national average, it has risen significantly since the last inspection with a year on year improvement over the past three years. Registration is carried out quickly and registers are correctly maintained. Punctuality at the start of the day is satisfactory and most lessons start on time. A good record is kept of any pupils going off site during the day.

### **Quality of education provided**

#### **Teaching**

28. The quality of teaching is good overall, but it varies considerably between the different sections of the school and according to the capability of the pupils. The introductory aspects of lessons are good throughout the school. The best teaching is in the Rainbow class for pupils with severe learning difficulties, where teaching in six of the eight lessons observed was judged to be of very good quality. All seven pupils make good progress in response to teaching closely targeted to specific needs identified through detailed assessment. Teaching is good overall in the nursery, where teachers are skilled at developing children's language and physical and social skills, and all children make good progress in these areas. Teaching is satisfactory overall in reception and Year 1 and variable in Year 2. A third of teaching was graded good or better, including three lessons in Year 1 where the teaching was very good. Year 1 teachers plan together particularly well in mathematics, where activities are stimulating and match the needs of all of the children very well. In these lessons, all pupils made very good progress. In most other lessons there is a well taught introductory session, where teachers reveal good subject knowledge as they target individual questions in class sessions effectively to hold the pupils' interest and challenge their thinking. However, because of the lack of detailed assessment information, follow up tasks are generally unchallenging for average and higher attaining pupils, limiting opportunities for creativity and independent research and restricting their progress. Four of the five lessons in which teaching was graded less than satisfactory were in one class in Year 2, where there are low expectations of behaviour and attainment. Pupils make unsatisfactory progress in these lessons because insufficient work of a suitable standard is completed. Overall, teaching is at least satisfactory in over 90 per cent of lessons. In over half the lessons, teaching is good, and in one lesson in five, teaching is very good.
29. The quality of teaching in the nursery is good. Teachers and support staff have very good relationships with the children, and create a supportive climate in which children are confident and eager to learn. In the nursery, consistent social training teaches children consideration for others and how to take turns and share fairly. Good use is made of the very good outdoor accommodation and resources to develop physical skills. Staff are skilled at drawing children into conversations and developing discussion skills.
30. In reception and at Key Stage 1, as at the last inspection, the learning objectives for the tasks that pupils are given to consolidate and extend their learning are frequently vague and there is an overuse of worksheets that give limited challenge. There are not enough activities that challenge pupils to think independently and creatively, to develop their ideas, or to conduct

individual or group research. This reduces progress overall from good to satisfactory, but the greatest impact is on the higher attainers. For example, higher attaining pupils in a Year 2 history lesson were told to draw a picture when they had completed their set task about the fire of London, when they could have been encouraged to use reference books to extend their knowledge. Where pupils have the opportunity to collaborate and take responsibility for their learning, as in a Year 1 science lesson, all pupils make good progress, and work with enthusiasm and commitment. This lesson included four pupils from the Rainbow class for pupils with severe learning difficulties, and detailed planning and an effective use of adult support ensured that the learning needs of pupils of all capabilities were met well.

31. In most lessons, discipline is good, and classroom organisation is well managed. However, in Year 2 where the two classes share one room, insufficient attention is paid to the planning for each class to ensure that quiet times for one class are not interrupted by a busy activity in another. Also, two music lessons take place in one area of the room, with an enthusiastic group of recorder players the other side of a slim partition. This does not affect progress, because the level of concentration is very high, but is frustrating for both teachers and pupils, and detracts from the enjoyment of the lesson. Time is generally well used, except after morning playtime when pupils have drinks while starting lessons. This fragments learning and is distracting for some pupils. Teachers set a consistent amount of homework, and the pupils' best efforts are valued.
32. At Key Stage 1, there are strengths in teaching design and technology and religious education, and in mathematics in Year 1. In these subjects, there are clear learning objectives, a content that interests and enthuses the pupils, and provision for pupils to articulate and extend their thinking. Teachers are more confident at teaching information technology than at the last inspection, and this has a good impact on many subjects across the curriculum. The teaching of literacy and numeracy is satisfactory overall. In mathematics, the three-part lesson is planned effectively, and teachers have responded well to the increased emphasis on mental skills. This has enabled pupils to develop their mathematical language well and make improved progress. Teachers have very good questioning skills in literacy and this ensures a very positive start to every lesson. However, there is insufficient focused teaching and practice of letter sounds and combinations, and this has an adverse effect on reading and writing skills. Literacy planning for group teaching and independent learning is often developed from day to day, instead of being planned as a whole for each weekly unit of work. As a result, some teachers lose sight of the aims and learning objectives designed for the week as whole, tasks lose focus and progress slows.
33. All teachers are aware of the specific needs of pupils for whom English is an additional language and the use of effective strategies, such as questioning and recapping, ensures there is good understanding of lesson content. The newly appointed teacher provided through the Ethnic Minority Achievement Grant provides sound support to pupils in Year 1 in the early stages of acquiring English who are withdrawn for small group support during the literacy hour. They follow the National Literacy Strategy format for their lessons, which are well planned to provide for their particular needs.
34. The teaching of pupils with special educational needs in the main school is good. Pupils withdrawn for literacy support in Year 2 receive structured teaching in word building skills that enables them to make good progress. All teachers involve pupils with special educational needs well in class discussion and target suitable questions effectively to boost their self confidence. Other pupils give good support, both in class sessions by helping them articulate their ideas, and when they have the opportunity to work together. Work is generally well matched to their needs, and the targets in individual education plans are used effectively in planning for learning. The special educational needs co-ordinator and class teachers liaise effectively to ensure that the needs of the pupils are met.
35. In all lessons in the Rainbow class, teaching is never less than good. The teacher has a secure knowledge of the subjects taught and how the children learn. Activities are prepared at an appropriate level for the children's age and ability. The two highly capable support assistants work well together with the teacher as an effective team. Staff expectations are high and praise is used well to encourage pupils when they complete their tasks. Resources support teaching and learning very effectively, for example video and digital cameras are used creatively to

extend learning and support assessment. Planning is excellent, and based on the very detailed records that underpin every pupil's individual education plan.

### **The curriculum and assessment**

36. The early years' curriculum is broad, planned suitably in areas of learning, and gives good continuity in learning as children move from the nursery to reception classes. In the nursery, there are very good opportunities for children to develop their personal and social, speaking and listening and physical skills. In the reception classes, the balance of the curriculum changes, and, with the exception of one gymnastics lesson, the morning session is allocated to literacy and numeracy, where activities are mostly teacher directed. A broad range of activities is provided in the afternoons, but there are insufficient opportunities for the children to choose activities, learn through exploration, or take part in imaginative play.
37. The curriculum for pupils in the Rainbow class is very good. It is broad and balanced, detailed and relevant, with individual programmes designed to meet the specific social and academic needs of each pupil. Pupils are included in the main school for some assemblies and playtimes. All pupils join with a Year 1 class for gymnastics and some are included in a science lesson each week.
38. At Key Stage 1, the curriculum is broad, balanced and relevant, promotes pupils' intellectual and personal development and prepares pupils well for the next stage of education. The school meets statutory requirements to teach the subjects of the National Curriculum and fully meets the requirements for religious education. There is a suitable policy for sex education, and substance abuse awareness is taught as part of the personal health and social education curriculum. An appropriate time is allocated to each subject, including literacy and numeracy. A daily 'Brain Gym' has been introduced at the start of the day, where pupils in each class perform a routine of exercises designed to aid concentration and performance. Pupils are well prepared for the next stage in their education. Year 2 pupils have access to extra-curricular activities that take place in the summer term, but no extra-curricular activities are offered to other year groups. A good variety of visits in the locality and further afield, for example to the London Transport Museum, enrich the curriculum. Photographs and follow-up work in school display the enjoyment of the pupils and the pride that they take in presenting their work well to share with others. Visitors to school support learning, such as the school nurse who contributes to the Year 1 topic of people who help us. This year, pupils from the Lady Margaret Primary School are invited to sing Christmas songs at Allenby School.
39. Since the last inspection, policies have been reviewed to reflect the school aims, and suitable schemes of work have been written for all subjects. Subject co-ordinators have used a blend of schemes of work from government, commercial and school-based sources to provide effective help for teachers in planning their lessons. The structure of the curriculum has links between short, medium and long-term planning that make it possible for teachers to plot the skills and knowledge of pupils as they move through the key stage. Preparing this material has enabled the teachers to consolidate their knowledge of the requirements of the curriculum and to develop effective teamwork, such as the mathematics planning in Year 1 that has resulted in improved attainment.
40. During the literacy hour, pupils who have joined the school in Years 1 and 2 in the early stages of acquiring English are withdrawn to enable a more directed approach. They are supported effectively in Year 1 by a member of staff provided through the Ethnic Minority Achievement Grant, and in Year 2 by the special educational needs support teacher. There is good liaison with class teachers to ensure they are following an appropriate curriculum in literacy. However, there is insufficient differentiation of material and tasks to provide for the needs of these pupils in other areas of the curriculum, and in the acquisition and use of English outside of the literacy hour. Pupils at all stages of English competence who speak English as an additional language are included in all curriculum activities and are provided with the same curriculum as their peers. However, where there is lack of specialist support, or material provided to meet their different needs, they are sometimes disadvantaged and do not make the progress that they should. Pupils of above average ability are not being provided with the curricular opportunities to achieve in line with their potential and their progress in some lessons is unsatisfactory.

41. Curricular arrangements for pupils at Key Stage 1 with special educational needs are satisfactory overall. The requirements of the Code of Practice are fully implemented, records are kept conscientiously, and the needs of pupils on the register are effectively met through detailed individual education plans addressed through specialist teaching in literacy. Regular reviews are carried out, and parents are fully involved at every stage.
42. Assessment procedures for children under five are good. Detailed records are begun in the nursery and continued in the reception year, enabling children's progress to be checked throughout their early years in school. The records are used well in the nursery to note gaps in learning and enable specific activities to be planned to meet the needs of the children. The records and the formal assessments made on entry to the reception class are used to form groups based on prior attainment in literacy and numeracy. However, the records are not being used to assess the rate of progress of children in reading, writing and mathematics, so that additional work can be given to support lower attaining children. It is not until the start of Year 1 that many of the large group of children identified with below average attainment early in the reception year are placed at Stage 1 on the special educational needs register, and progress is monitored in detail. Records are not updated in reception to include the attainment demonstrated by higher attaining children in class discussions, and these children are not always given relevant and challenging tasks that enable them to make sufficient progress.
43. At Key Stage 1, assessment procedures are satisfactory overall. The school has worked hard to put procedures in place. There is an annual reading test. Completed work is kept for each pupil to illustrate attainment, although science is the only subject in which there is a portfolio of moderated work to support teachers in their assessments of pupils' levels of attainment. In English, mathematics and science, records have been recently introduced with sufficient detail to track progress through the Levels of Attainment in all areas of each subject. These are of good quality and have the potential to support the identification of pupils with special educational needs and to identify where any pupils are not making sufficient progress. Assessment procedures and their use for pupils in the early stages of acquiring English are satisfactory. Evaluation of progress in lessons is given regularly to the class teacher. The level of skills is assessed effectively and regular reviews are held with class teachers to enable learning targets to be set. In the Rainbow class for pupils with specific learning difficulties, assessment procedures are excellent, and are used very effectively in planning for the next stage in learning. These detailed assessments ensure that learning is developed in small steps and builds securely on what has previously been taught.
44. The use of assessment to support planning for learning is unsatisfactory. Current records of what pupils know, understand and do are not detailed enough to plan effectively to meet the needs of groups of pupils with differing attainment, or to track their progress. There has been some analysis of the National Curriculum tests at the end of the key stage, with the result that more problem-solving activities have been introduced in mathematics lessons. However, the assessments on entry to the reception classes are not analysed in sufficient detail to address specific problems identified in the attainment of reception pupils or to adapt planning in the nursery so that results improve in the future. The school has not addressed the root cause of the slow rate of progress in science and mathematics identified at the last inspection. With the exception of reading, the lack of assessment information makes it impossible to track the progress through the school of individuals or groups in any subject. This is why higher attaining pupils are not given sufficiently challenging work, and why the needs of many lower attainers are not identified early enough.

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

45. Pupils' spiritual, moral, social and cultural development is effectively promoted by the school and is satisfactory overall. As in the previous inspection, the school places a strong emphasis on these aspects of school life. A scheme of work for personal and social education has been developed and is being introduced into the curriculum next term.
46. The provision for pupils' spiritual awareness is satisfactory. Daily acts of collective worship encourage pupils to think and reflect on a variety of themes; for example, times for commemoration and celebration and the wonder of creation. An attractive display provides the focus for the celebration of the various autumn festivals celebrated by the major religious groups

represented in the school. The advent of Christmas and Christ's birth is being sensitively introduced through an understanding of the different customs associated with the birth of a baby. Planned moments of reflection give pupils the chance to think about how they can be good friends to and care for the babies in their families. Some pupils from the Rainbow class attend the morning assembly, and the initial greetings are exchanged orally and with Makaton signing so that they feel included. Religious education lessons provide good opportunities for pupils to examine their thoughts and feelings, and develop their understanding of the spiritual element of religion. Allocated time for discussion on personal and social issues, such as friendship, enables pupils to reflect on their own actions. Older pupils demonstrated that they understood why friends are special, and are much more than someone to play with and have fun with. In other areas of the curriculum, pupils are encouraged to appreciate the wonders of the natural and man-made world. For example, the youngest children experienced walking in the long grass in the local recreation ground. However, with the exception of religious education, reflection is not a strong feature of the curriculum. A strong spiritual element is present in the Rainbow class just before home time as pupils share their happiest moments of their day.

47. The provision for pupils' moral development is good. The school fosters an ethos of respect, with a real commitment to the well being of pupils and to providing a caring environment. This is supported by the well-written whole-school behaviour policy that has clear statements that bullying will not be tolerated, and that positive behaviour is to be rewarded. Parents are aware of this policy and support the principles that underlie it. The five simple but comprehensive school rules are discussed with pupils, and in many classes pupils have contributed illustrations and statements to show they understand and support the rules. Teachers, in general, have consistently high expectations of pupils' behaviour and are polite and courteous towards their pupils. Pupils learn to take turns and listen and respect each other's opinions in managed classroom groupings, such as circle time. Adults who help in the school provide good role models, are consistently caring and inspire and gain respect. Pupils are fully aware of right and wrong, and on several occasions in the classroom, individual pupils dealt sensitively with unacceptable behaviour by, for example, encouraging others to be quiet by placing a finger on their lips. Nursery children are taught to take turns fairly and to say sorry with sincerity and make good eye contact if they upset or hurt anyone.
48. There is good provision for social development. Many aspects are very good. Pupils are encouraged to be kind and friendly, and they collaborate well and help each other when working together. They show a positive attitude to the pupils with severe learning difficulties from the Rainbow class, and give support and help when working together in class activities. Children in the nursery are taught to take turns, share equably and clear up at the end of each session. Pupils are expected to contribute within their own classes, by taking the register to the office and ensuring their classrooms are tidy. Older pupils assist in the smooth running of the school, for example, they help clear the tables at lunchtime, act as bell monitors, and water the plants in tubs in the summer. Pupils are taught to interact well with adults and visitors, showing respect and concern for their welfare, such as at lunchtimes when they offer cutlery and carry plates. Lunchtime and out of school clubs are only provided in the summer term, and then for Year 2 pupils only, and this limits the opportunities for pupils to develop their social skills in informal situations, and to mix with pupils of different ages. Pupils make collections for charity, such as Poppy Day, and participate in activities to raise money for Red Nose Day. Harvest Festival gifts are given to the local church to be distributed to the needy and homeless. In the Rainbow class, staff pay close attention to the children's social development. Lunch time is regarded as an opportunity to improve children's social skills. They are taught the correct order for eating lunch and how to use cutlery. Staff sit with the children and lunch is an enjoyable social occasion.
49. Provision for pupils' cultural development is satisfactory. The school takes advantage of opportunities in the local area, such as a visit to the Gunnersbury Park Museum to learn about the Victorians. Year 2 pupils have visited the London Transport Museum to support their history and geography topic. Visitors are invited during Book Week. A storyteller worked with children in the nursery and reception classes, and a local artist helped Year 2 and reception pupils make and illustrate their own books. Pupils learn about their own and other faiths in religious education lessons and through themes for assemblies. They share in the various festivals of their classmates, with parties for Diwali, Guru Nanak's birthday, Christmas and Eid, which provide the occasion for staff and parents to celebrate together. While there is a positive ethos

in the school towards cultural diversity and disability, this is not strongly reflected in the displays within the school, except in the nursery. There are few dual language books or tapes, and the positive approach to the different backgrounds of the pupils is not reflected in topics selected for history and geography, nor with sufficient frequency in music and art and craft work to introduce pupils to a range of non-western cultural styles. An exception in music is in the nursery, where children learned an action song called 'Aao, Aao' to celebrate Guru Nanak's birthday. Pupils develop a good understanding of the beliefs and religious practice represented in the school through the contribution of parents and teachers who represent the different world faiths.

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

50. The provision for the support, guidance and welfare of the pupils is good. These findings confirm those of the previous inspection. The school has a very friendly atmosphere and relationships at all levels are good. The pupils are happy and secure and enjoy their time at school. This was emphasised by the parents at the meeting and in the questionnaire. Staff know the pupils well and provide a very high level of affectionate support and pupils feel comfortable sharing their concerns with them. Children starting school are soon made to feel at home in the nursery class. The new starters in the early stages of acquiring English are well supported, particularly those children whose language is spoken by the nursery staff. The transfer to the reception classes is well managed, and a settling in report is compiled in which any concerns are shared with parents. Pupils who enter the school in Years 1 and 2 in the early stages of acquiring English receive satisfactory support during the literacy hour. Otherwise they receive little targeted support, and this restricts their progress in other subjects. Pupils with special educational needs, both in the main school and in the Rainbow class, are well supported.
51. The monitoring of the pupils' academic progress is mixed. There are very good procedures in the Rainbow class for pupils with severe learning difficulties and good procedures for assessment of children in the nursery and the reception classes. These move the children on to the next step in their learning in a structured way. In the four Key Stage 1 classes, the situation is unsatisfactory overall. Here there are generally satisfactory procedures for assessing what the pupils know and can do. However, this information has until recently not been recorded consistently or used sufficiently to plan what pupils should be taught next. This means that some pupils are not given work that matches their abilities and the higher attainers, in particular, are not provided with enough challenge. Pupils with special educational needs are well supported through their individual education plans and adult help.
52. The school promotes and monitors discipline and good behaviour effectively. The school has high expectations of the pupils and these are well supported by good procedures that are generally consistently applied by staff. This leads to an environment that is calm, non-threatening and conducive to effective learning. The very few pupils who have been identified as having challenging behaviour, are monitored in detail through their individual education plans. No oppressive behaviour was seen during the inspection and the concerns of some parents about a recent increase in bullying, voiced at the pre-inspection meeting, were not supported by the evidence of the inspection. Staff deal sympathetically and sensitively with day to day incidents that occur. The school monitors all absences effectively and has achieved a significant improvement in attendance since the last inspection.
53. The school's procedures for child protection are good and staff receive regular briefings from the headteacher, who is the designated teacher. The management of health and safety is very good. The school treats this as a high priority and there are effective procedures in place. The site working party of the governing body meets each term and carries out regular inspections of the school and grounds. Staff carry out risk assessment, and day to day safety concerns are promptly dealt with. Fire procedures are all in place and portable electrical appliances are appropriately tested. A number of staff have first aid qualifications and the school's provision for first aid is very good. All accidents are meticulously logged and, where appropriate, parents are notified in writing of head bumps or other more serious incidents.
54. There are two safety concerns that are potential hazards. Firstly, access to the fire exit at the back of the resource storage area can be obstructed if learning resources are not stored neatly. Secondly, pupils taking part in physical education activities were seen wearing earrings, bulky

metal hair slides and unprotected bracelets. This could lead to an injury of the pupil or a colleague.

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

55. The school's partnership with parents and the community is satisfactory overall. The quality of information provided to parents is good. The school keeps them well informed of general activities within the school and on the progress of their children. There is a monthly newsletter, letters from the headteacher and topic details which are provided each half term. Further information is displayed on noticeboards including details of the school development plan. Parents of new starters in the nursery and reception classes receive good information about the school, and a settling-in report is written soon after entry. The prospectus and the governors' annual report to parents both provide good quality information. Annual school reports for pupils give appropriate detail of their attainment and progress. The headteacher has sought the views of parents on a range of topics via questionnaires and these are taken into account in determining the school's future plans. The appointment of a teacher who shares the main community languages, currently the leader of the nursery, provides a good channel of communication for many parents and carers. Parents of pupils with special educational needs are well informed and involved about individual education plans and target setting. Parents are invited to review meetings, and a translator is offered for parents experiencing language difficulties.
56. Parental involvement in children's learning is satisfactory. Parents find the school very easy to approach. At the meeting and in the questionnaire they expressed full support for everything the school does for their children. A few parents help in school and provide valuable additional support to the staff. The school is running a course on parenting skills that is much appreciated by the parents involved, and there are plans to provide support for adult literacy next year. Meetings have been held to explain the school's literacy hour. Termly parents' evenings are well attended. Parents in the main school support their children in doing homework and in practising reading. Homework has not yet been established as a firm routine in the Rainbow class, and parents noted on the pre-inspection questionnaire that they would welcome homework to consolidate their child's learning at home. There is currently no formal Friends Association but an active group of parents meets every Friday. They take part in a varied programme led by school staff and visiting speakers. They learn how pupils are taught, what they learn in school and the support available from external agencies. They make number games so that they can help their children at home. Some fund-raising is organised and this helps provide resources that benefit the pupils' education.
57. Links with the community are satisfactory. There are some links with the local church. Within the area, pupils make some visits, for example, to the local library and nearby park. There are sound links with local primary schools and pupils get appropriate taster days before transferring at age seven. However, these links are limited because of the problems of distance. Close links exist with a local special school, for example in assisting in the setting up of the Rainbow class, providing valuable support in interviewing and training staff, and helping with resources and practical support. Pupils from the Rainbow class visit the special school weekly for swimming lessons and are regularly invited to share in their assemblies. The school welcomes pupils from the local high school for work experience. There are close links with the local university who appreciate the support the school gives to students on Teacher Training placements. A good range of visits and visitors widens the knowledge and experience of the pupils. There are few links with industry and commerce, but a local firm provided money for the school to build play houses in the nursery outdoor area.

## The management and efficiency of the school

### Leadership and management

58. The leadership and management of the school is satisfactory overall. The headteacher provides strong leadership that creates a clear sense of purpose in the work of the school. Many new, long-term initiatives have been introduced that are already beginning to have a positive effect on teaching and learning. With good support from the governing body, the headteacher has used the large turnover in teachers and support staff to strengthen and broaden the expertise and experience of the staff team. The school staff now more closely reflects the ethnic make up of the school. This provides pupils with positive role models and raises their self-esteem. The opening of the Rainbow class for pupils with severe learning difficulties has raised the profile of the school, added a senior member of staff and brought many valuable opportunities through inclusion for all pupils to benefit from shared experiences. The senior management team has been broadened to include all allowance holders, and now provide a wide base of expertise from which to steer the work of the school. Roles and responsibilities have been discussed and developed effectively, with clearly written supporting documentation. The deputy head is effective in her role as mentor to staff new to the school and to student teachers, and her support in introducing and implementing the literacy hour during the last school year was appreciated by teachers at Key Stage 1. Subject co-ordinators have had effective training to develop their roles to include monitoring of teaching, and this has been instrumental in raising the quality of teaching in whole class sessions. However, although effective assessment records are now in place in English, mathematics and science, they do not yet provide sufficient information to support teachers in planning suitable tasks, particularly the higher attaining pupils. The 'one school' vision of the headteacher is evident in the development of the early years' curriculum to ensure continuity of learning in the nursery and reception classes. The planned movement of staff between the nursery unit and the main school has enhanced professional development and unified the staff team. There is only one instance where this policy has not been successful. The teacher in one Year 2 class is well qualified and experienced for this role, but is having problems with classroom management and discipline and has low expectation of pupil capability. As a result, pupils are making unsatisfactory progress in many lessons. The headteacher has monitored the situation closely and given considerable support in classroom organisation and behaviour management. Alternative arrangements have been made for the teaching of the class after the end of term.
59. The governing body acts as a good critical friend to the school. Although many are recently appointed, they work effectively through committees and main meetings to make a significant contribution to the life and work of the school. Their varied experience and expertise has been valuable in appointing staff who will strengthen the staff team. Governors monitor progress in implementing the school development plan through focused visits to school, and governors linked with curricular areas, such as numeracy and literacy, give good support to the subject co-ordinators. Governors work closely with the headteacher on the Friday afternoon sessions with parents that provide a relaxed forum for sharing information and learning about what happens in school.
60. The support and monitoring of teaching and curricular development is satisfactory overall. Co-ordinators have worked hard and been successful in improving teaching skills and curricular planning in their subject areas. However, when teaching is monitored by subject managers or senior staff, insufficient attention is paid to the clarity and relevance of learning objectives, and whether they are achieved within the lesson. The quality of class teaching, behaviour management and classroom organisation was well observed in the monitoring records seen, but only in mathematics was the learning of the pupils given equal attention. The only instance of work being effectively matched to the differing needs of the pupils was in mathematics in Year 1, where the co-ordinator's influence in ensuring accurate assessments and relevant learning objectives ensures that tasks are well matched to the pupils' knowledge and understanding. In these lessons, pupils are making consistently good, and in some lessons very good progress.
61. The ethos of the school is good. The aims set very high standards for the school community to work towards. Relevant aims are reflected in all policies. The aims are all linked to the mission statement describing a caring community, where individuals are valued and achieve self-esteem through success. All children are to be encouraged to 'stand on tiptoe' to reach for high



standards. Children are successfully made to 'walk tall' through the very good relationships in school. They are very caring, have good self-esteem and are keen to learn. However, there is not sufficient challenge in the work of the higher attainers to enable them to 'stand on tiptoe'.

62. Through its development planning, the school has identified relevant priorities and targets, and effectively monitors progress towards them. However, not all initiatives are included within the current school development plan, which was written eighteen months ago to cover a span of more than two years. There have been some additions to ongoing targets, but there has been no interim evaluation, or the inclusion or even the mention of important new developments. For example, the Rainbow class for pupils with severe learning difficulties and the daily 'Brain Gym' are not in the present plan. This makes it difficult for anyone not working in the school to gain an overall picture of the many successful initiatives that are still ongoing or to find out the extent and effectiveness of any evaluation that has taken place.
63. Support for pupils for whom English is an additional language is provided under funding from the Ethnic Minority Achievement Grant, previously Section 11 funding. The brief has been widened to include pupils from minority ethnic groups with English as a first language who are at particular risk of underachieving. The newly appointed teacher funded by the Ethnic Minority Achievement Grant works part-time in the school and has a wide ranging job description prepared by the school. She is in the early stages of developing her role, and has not yet begun to help teachers support pupils other than the small number of new arrivals at Key Stage 1 in the early stages of acquiring English.
64. Provision for pupils with special educational needs in main school and the Rainbow class for pupils with severe learning difficulties is well managed by the special needs co-ordinator and Rainbow class teacher, who work together effectively. Procedures and practice are monitored closely by the governor with identified responsibility for special educational needs. She knows the families, the school and the community very well and is an effective link between all agencies. She regularly reports back to the governing body.
65. All statutory requirements are met.

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

66. As at the last inspection, staffing, accommodation and learning resources are satisfactory overall. The teachers are generally well qualified, with a good blend of youth and experience, and they are sufficient in number to meet the needs of the curriculum. There is a very good adult to pupil ratio at this stage in the Autumn term when nursery numbers are small. A teacher and nursery nurse currently support learning in the main school until a third class is formed in the nursery. Teachers provide a satisfactory range of expertise across the curriculum. Co-ordinators are generally well matched to their subject or area of expertise. Support staff are well qualified, experienced and supportive. In the nursery and Rainbow class, the support staff plan and assess learning very effectively and give teachers very good support. The special educational needs co-ordinator is experienced and gives good support to groups of pupils, particularly in literacy. There is a part-time teacher appointed through Ethnic Minority Achievement Grant funding who has received a brief induction to the job, and more training is planned. All adults employed at the school work closely together to enhance the social development of the pupils, creating a happy and secure environment in which pupils are able to learn and make satisfactory progress.
67. There is a good induction programme for newly qualified and newly appointed staff. A well-written and informative staff handbook provides information for teachers and supply teachers. The personal development of teaching and non-teaching staff is well supported by the headteacher through appraisal procedures, and progress towards agreed targets is monitored and evaluated. School and personal development needs are included in target setting, and considered when planning in-service training. This ensures that co-ordinators have good support for the development of their subject and the expertise to share their training confidently with colleagues.

68. The school building and grounds provide satisfactory accommodation in which to teach most areas of the curriculum. The school building is suitable for pupils with physical disabilities. There are good outdoor areas that are well equipped, particularly in the nursery, but there is no playing field. This restricts the development of athletic skills in the summer term. Two small environmental areas and a garden have won awards for the school in recent years. Having asbestos material in the walls hampers the school, restricting the amount of shelving and display. The Local Education Authority is fully aware of this and every necessary precaution is taken to ensure the safety of staff and pupils. The acting caretaker ensures that the premises are litter free, cleaned to a high standard and well maintained. The accommodation for the Rainbow class for pupils with severe learning difficulties effectively supports the delivery of the curriculum, having areas for individual teaching, together with recently completed toilets and a shower cubicle. Until the toilets were built, the pupils had to be escorted to another area of the building. This is a good improvement that saves time for pupils and staff and develops pupils' independence.
69. Resources to support the curriculum are satisfactory overall, but the central resource area is overcrowded and presents a potential safety hazard. In some subject areas, outdated materials take up valuable storage space. There is a general shortage of a suitable range and number of books to support individual reading and research. The lack of suitable equipment for information technology noted at the last inspection has been remedied recently. There are now sufficient computers and relevant software to support teaching and learning in all areas, with the exception of special educational needs in main school. There are insufficient resources to support pupils in the early stages of acquiring English and their teachers in lessons across the curriculum. The Rainbow class for pupils with severe learning difficulties is well equipped and the provision supports their social and academic development well.

### **The efficiency of the school**

70. Overall, the efficiency of the school is satisfactory. This is a similar picture to that existing at the time of the previous inspection. The governing body is effective, with members playing an active part in the school's plans for the future. Governors are keenly aware of the problems facing them as a separate nursery and infant school and their decision to open the Rainbow class for pupils with severe learning difficulties has helped to secure the school's viability. The school receives an amount of money per pupil well above the national average and this has been sensibly targeted to ensure a good school environment and effective education for the children. The large contingency reported at the last inspection has been significantly reduced and is planned to reach acceptable limits during the current year by retaining key staff through the Autumn term while nursery numbers are small and there are only two classes. Effective committee structures are in place and meetings are properly conducted and minuted. An efficient working site committee of the governing body makes regular inspections and assessments of health, safety and security as well as day to day maintenance. They have devised a development plan that they are gradually working through to make further improvements. In-service training for staff is well documented, costed and monitored. The money allocated for special educational needs is used effectively to meet the identified needs of the pupils. The money from the Ethnic Minority Achievement Grant is used effectively to employ a part-time teacher who links effectively with the special needs co-ordinator to meet the needs of those pupils in the early stages of acquiring English in literacy lessons.
71. The school has a strategic development plan that was produced in 1998 and covers the period to the end of the current academic year. The plan itself is costed, but the phasing of such costs is not specified and there is no clear linkage with the budget. Since then additional projects have been agreed and carried out but neither they nor the financial implications have been linked to the school development plan. This leads to a situation where financial planning is not clearly co-ordinated, and this makes it difficult to obtain a whole-school overview. Both the development plan and the budget are reviewed by the headteacher and reported back to governors at the termly meetings.
72. The activities within the school office are quietly efficient and the day to day management of finance is good. The school maintains its own computerised accounts that are regularly reconciled with those produced by the local education authority. Purchasing procedures ensure that good value is obtained and there is an appropriate hierarchy of signatories for processing

orders, receipt of goods and invoices. The school was audited recently and all the recommendations have either been completed or are in the course of being completed. The recently received grant has been appropriately used to fund the building of additional toilet facilities for the Rainbow class. The school fund is properly managed and has been audited recently.

73. Sound use is made of teaching staff to deliver the curriculum and provide additional help to pupils with special educational needs and those in the early stages of acquiring English. Support staff are well trained and experienced and work well alongside the teachers. However, there are a few occasions, particularly at the start of literacy and numeracy lessons, when their deployment is not wholly effective. The accommodation is fully utilised, learning resources are widely and thoughtfully used and classroom management is generally good. The school is kept in good condition by the premises staff, and midday supervisory staff maintain good order during lunchtimes.
74. Taking these financial factors into account, together with the generally satisfactory progress of the pupils, the quality of the teaching, the good attitudes, behaviour and personal development of the pupils and the very good relationships within the school, the school provides satisfactory value for money.

**The learning unit for pupils with severe learning difficulties and/or autism or delayed communication - the Rainbow class.**

75. The work of the unit is a strength of the school. It is well managed by a teacher who is firmly committed to ensuring the pupils, whatever their educational need, make progress. The seven pupils achieve well for their ability and make good progress.
76. Makaton signing is used to promote communication. In literacy lessons and story time, most pupils sit still and listen to the story. They are able to retell the story of 'Cat on the Mat' using model animals and material to represent a mat. They understand the meaning of 'in', 'under' and 'on'. All pupils are developing their speaking skills well. One pupil who had little speech on entry to the unit is now able to name the animals in the story and will let her own needs be known by saying her name. Most pupils can point correctly to the characters in illustrated story books. They enjoy using the computer. Some have good control of the mouse and can use the keyboard to write their name with support. One pupil types his name accurately without support. They are pleased when this produces a photograph of themselves on the screen. Targets are linked to concentration times. For example, one pupil's target was to learn to attend to a writing task for five minutes independently. The task was to use sand and glitter to create an anticlockwise circle and a series of left to right lines before repeating the exercise in his writing book.
77. In mathematics, half the group recognise the colours blue and green, and correctly name a circle. One pupil counts and matches to seven, and can 'take one away' from a given number. Two other pupils count and match to five. Other pupils are working hard to develop appropriate language, for example, 'give', 'one' and 'block'.
78. Pupils attend a swimming session at the nearby special school, but this was not timetabled during the inspection. In a dance lesson, they develop listening skills and learn to work with a partner and in a group as they perform simple dance patterns. Where possible and when the teacher deems it appropriate, pupils join other classes for main school activities such as assembly. All the children, with their teacher and support staff, join a Year 1 class for physical education. They enjoy this and follow instructions satisfactorily. All the children change into appropriate clothing for physical education. Four pupils join the same Year 1 class for science, where the Rainbow class teacher and the class teacher alternate in leading the lesson. With support, pupils are able to discuss the effect of exercise on their bodies. All pupils are included in a whole-school singing assembly, where they participate with enthusiasm. It is good training for the pupils to learn to sit and listen in this large group, but where they are not directly involved in singing the sessions are over long for their attention span and they become restless.
79. Pupils have grown in confidence considerably since they started in the Rainbow class. They relate well to each other and to the staff. At afternoon playtime they join the other pupils in the

main playground. Under the watchful supervision of their own support staff, they interact appropriately with the others. They join in games and general playground fun.

80. Staff pay close attention to the pupils' social development. Lunch time is regarded as an opportunity to improve pupils' social skills. They are taught the correct order for eating lunch and how to use cutlery. Staff sit with the pupils and lunch is an enjoyable social occasion. A calm and purposeful atmosphere is maintained at all times and supports the progress of the pupils well.
81. Pupils are keen to come to school. They run into the classroom when they get off the bus that brings them to school. They trust the staff and have confidence in them. They have a positive attitude to learning. They enjoy their lessons. They understand the significance of taking turns. They wait patiently while others make their contribution to lessons. When they find tasks difficult, they keep trying. Staff encourage them to be as independent as possible. Pupils willingly accept responsibility for taking their own chairs to the table for practical work. Without help, they all put on their aprons for art. They know about tidying up and do so when required by the teacher. They happily put away their building bricks in boxes and return the boxes to their storage place.
82. Teaching is never less than good. In six of the nine lessons seen during the inspection, the quality of teaching was very good. The teacher has a secure knowledge of the subjects taught and how the pupils learn. Activities are prepared at an appropriate level for the pupil's age and ability. The two highly capable support assistants work well together with the teacher as an effective team. When working with small groups or individual pupils, the support staff make a positive contribution to learning. They are skilled at encouraging pupils to use their senses, for example to be aware of the textures of a range of different materials such as dried pasta, water and building cubes. Staff expectations are high. Pupils respond well and rise to the challenge of demanding tasks. Staff use continual praise to encourage the pupils, particularly when they achieve their task. This boosts pupils' confidence and self-esteem.
83. The day begins in a calm, orderly manner. This creates a positive atmosphere for learning. Pupils sit in front of the teacher who greets each child warmly. Pupils are required to make eye contact with the teacher when returning the greeting. The pupils enjoy singing the greeting song to welcome each other. The end of the day has a strong spiritual element. A candle is lit while quiet music plays. The teacher plays the guitar and leads the pupils in singing a song. Each pupil's day is reviewed and the most enjoyable moments identified. The day finishes with a few moments of quiet reflection for everybody.
84. Planning is excellent. Each day's lessons are well prepared. Daily plans include appropriate routines with learning objectives for each child. Files are well organised and meticulously kept. They show clearly that pupils make good progress over time. Although positive, some comments about pupils' work are not focused enough. They do not give a clear indication of what a pupil has achieved in a lesson. Time is used well throughout the day. Lessons proceed at a brisk pace. Staff take every opportunity to reinforce pupils' personal living skills and to promote their independence.
85. Staff use resources well to support their teaching. The telling of the story of the Train Ride was complemented by a range of items such as models of what was seen from the train and a sheet of dark material to simulate a tunnel. Pupils were able to improve their object recognition and to experience the feeling of being in a tunnel while listening to the story. In art, the use of a mirror and Picasso's painting of The Sad Face helped the pupils draw their own face depicting an emotion. The teacher in charge has invested wisely to purchase a video and digital camera. This helps staff record progress accurately and allows staff and parents to see progress over time. Homework has not yet been established as a firm routine.
86. The accommodation is very good. It effectively supports the delivery of the curriculum. A quiet room gives space for individual or group work. The main teaching room is divided into various sections to make good provision for different activities such as table work and reading.

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

### **Areas of learning for children under five**

87. Children enter the nursery for morning or afternoon sessions at three years old and almost all transfer to the full-time reception classes in the September after their fourth birthday. At the time of the inspection there were 71 children attending part time in the nursery. Many have had a very limited experience of life beyond the immediate area, unless they have visited relatives in other countries on extended holidays. Few children have previously attended a playgroup. Contact with other children has been limited to the extended family and any children they may have met at their place of worship. As a result, their attainment in all areas of learning is below that found in most children aged three. A small number of children are not confident at speaking English, and others have a limited English vocabulary based on interactions within the home. Children make very good progress in personal and social development and their attainment is above average in this area at the age of five. They make good progress in speaking and listening and physical skills, where their attainment is average by the age of five. In reading and writing, mathematics, knowledge and understanding of the world and creative development, children make satisfactory progress overall, but their overall attainment is still below average at the age of five, because their overall attainment on entry was so low.
88. The nursery building and grounds are spacious and provide very good accommodation for the children, particularly at this time of the year when the nursery is not yet full. The reception classes use the nursery outside area at lunchtimes. This supports their physical development well and is the main reason for the good progress. The two reception classes are formed by age, but teachers plan together, and the classes combine in many afternoon sessions to take part in a wide range of activities. The room is cramped, and difficult to use for different purposes. There is insufficient room for pupils to move freely between activities and the one separate room used for class teaching is too small for pupils to sit in comfort. Resources are very good in the nursery, and good in reception. They support the progress of the pupils by providing a wide range of materials and opportunities that many do not experience at home.

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

89. Many children are unsure how to develop relationships with other children and adults, and have not had experience of sharing toys or taking turns. They make very good progress in the nursery, quickly fitting into the routines of the session and making friends. Most children have already achieved the Desirable Learning Outcomes in this area when they leave the nursery. They make good progress in the reception classes, as they respond well to the more formal activities. By the age of five, children are caring and hardworking. They have a clear understanding of right and wrong, realising why rules are necessary. Behaviour is very good. Boys and girls, including children from the different ethnic groups play and work well together, and share resources amicably. They support each other well. In a gymnastics lesson, one girl was hesitant as she prepared to step down from a box onto a sloping plank. Another girl came from the back of the group, held her hand and supported her as she walked down the plank. They exchanged smiles and continued with the lesson. The four-year-olds seen changing for gymnastics were independent but very slow. Children have respect for the school environment and personal property. They are careful to avoid treading on the flowers in the nursery garden and return lost gloves to the class basket. Children enjoy joining in the celebrations for Guru Nanak's birthday and the preparations for Christmas. They show a range of feelings; joy when playing a musical instrument, wonder when shining a torch in a dark place, and care and concern if a child is upset or hurt.
90. The teaching of personal and social education is very good in the nursery and good in reception. The nursery leader shares the main community languages, and uses her expertise well if children and parents or carers have little or no English. She gives good support in the child's first language to help the children feel at home, and then develops teaching using a mixture of the child's first language and English to make a link with other children in the group. All adults are skilled at giving children space to settle into the new environment and knowing when to include them in conversations or activities. Routines are well established and include turn-taking to give out fruit and drinks, rewards for tidying up well and children making eye contact and

giving a sincere apology if they have upset or hurt another child. All adults have very good relationships with the children, they really listen to what they have to say and use smiles and praise effectively to develop self-esteem and confidence.

### ***Language and literacy***

91. Many children enter the nursery with an average level of speaking and listening skills, either in English or their first language, but little interest in books or experience of using a pencil. They make good progress in developing their speaking and listening skills in the nursery, and satisfactory progress in the reception classes. They develop an increasing repertoire of songs and rhymes to perform as a group. By the age of five almost all achieve the Desirable Learning Outcomes for speaking and listening in English. They listen well to adults or other children, and respond to questions thoughtfully. They are extending their vocabulary, but many children still find the vocabulary needed for subjects such as mathematics and science difficult to master. For example, one reception child when discussing the pattern of wide and narrow stripes in different colours on a pair of socks, asked politely, 'What colour is narrow?'. Children enjoy learning through class discussions and the interactions of discussion. They are keen to learn, and are confident to ask questions.
92. Most three-year-olds entering the nursery have few early reading skills. From this low starting point they make satisfactory progress overall, but attainment is still below average at the age of five. Children make good progress in learning how books are organised, and that the same story can be accessed in many forms, such as the story of The Three Bears in a storybook, on tape, in a pop-up book and through role-play. They learn to read their own names through a matching game at the start of each session. Slower progress is made in the nursery and reception classes in learning to associate sounds with patterns in rhymes, with syllables, and with words and letters, or in learning to read a wide range of books for pleasure. Children choose library books and take them home to share with their family, but few children were seen to choose to read a book to themselves or their friends in either the nursery classes or reception. There is a similar picture of progress in writing. Children on entry have little knowledge of using mark making to communicate. They make satisfactory progress in the nursery in learning to hold and control a pencil, and in finding their own way to record imaginary phone calls and orders in the greengrocer's shop. They are taught the sounds and shapes of the letters of the alphabet and how to write them, but do not have sufficient opportunities to practise them in a variety of practical situations. When starting in reception they are taught to trace over, and then copy under the teacher's writing, which they do carefully and accurately, but have lost the independence and directness of communication of their earlier writing. By the age of five, there is a wide range of attainment in reading and writing, but many pupils have not reached the standard of the Desirable Learning Outcomes. Higher attaining children, about a fifth of the year group, know all the letter sounds and use them to help reading simple texts. Some are beginning to write independently. Average attaining pupils know most sounds, but do not yet use them consistently to support reading or writing. Lower attaining pupils, about a quarter of the children, know very few sounds, recognise few words, and still copy over the teacher's writing.
93. The response of the children in this area of learning is good during class discussions and when sharing a big book to learn reading skills. Children in the nursery enjoy communicating through early writing and imaginary play. In the reception classes, the response to writing tasks is satisfactory, but there is little to fire the imagination, or to encourage those who are struggling. This stops children experimenting through trial and error and discourages independence in writing.
94. The teaching of language and literacy is satisfactory overall. The quality of teaching is very good when developing speaking and listening skills in the nursery, where language development has a top priority and teachers are skilled at steering conversation in play situations to extend vocabulary and understanding. In both nursery and reception, teachers have good expertise in interesting the whole class in a story and targeting specific questions to individual children to involve everyone in discussion. Teaching is less effective in group work in the reception classes, where many tasks do not challenge the higher attainers and are not suitable to support the lower attainers in learning the basic skills that they need.

## **Mathematics**

95. Children start school with a very limited knowledge of number and little understanding of mathematical vocabulary. Many do not know any colours or the names of shapes. Most make satisfactory progress in the nursery class, but there are still a large number of children with very low scores in the formal assessments in reception. In the reception classes, children make good progress in number in response to good teaching, and satisfactory progress in the areas of mathematical language, shape, space and measures. Progress overall in the early years is satisfactory. By the age of five, most children meet the Desirable Learning Outcomes for their age, have a secure knowledge of numbers to ten, and recognise circles, squares and triangles. Some children count accurately to 20 and beyond. They are familiar with counting games and songs. However, their ability to recreate pattern, use their mathematical knowledge to solve practical problems, and use the correct language to describe position, size and quantity is below the expectation for their age and their attainment is below average in mathematics overall. For example, in discussions with children playing in the sand, it is clear that they need much more practice in estimation and trial and error to appreciate that a cylinder with a broad base will hold more than a milk bottle of the same height.
96. Children enjoy mathematics. They are well behaved and try hard, staying on task even if the activity is unchallenging, and making satisfactory progress. In reception they are keen to demonstrate their ability to add 'one more than' at different levels starting from 2 or 98.
97. The teaching is satisfactory overall. Many opportunities are lost in the nursery to develop mathematical knowledge and skills; for example, in outdoor play with the wheeled vehicles and traffic queues, and indoors with the balance scales in the greengrocer's shop or through sand and water play. When making cakes, the children do not always have the opportunity to help to weigh the ingredients. Good teaching was observed in class sessions in reception, where the teachers demonstrated their good knowledge of each child's understanding by asking individual number questions at different levels. Unfortunately, planning for group work did not use this knowledge to provide suitable tasks, and children who had demonstrated competence with numbers to 20 and beyond were restricted to numbers below 10. The teachers' expectations are not sufficiently high in some aspects of mathematics. For example, in a lesson where the teaching of repeated pattern was good initially, the task was not sufficiently focused, and no child made a repeating pattern, although they would have been very capable of doing so.

## **Knowledge and understanding of the world**

98. Most children starting school have a knowledge and understanding of the world that is restricted within the confines of their home and their place of worship. This is clearly demonstrated by their excitement when recalling a school visit to the public library, the expressions of surprise and delight shown in photographs of a visit to the local park to walk in long grass, or when seeing farm animals brought to school for the day. Children make progress that is generally satisfactory, but, when they reach the age of five, many still do not reach the Desirable Learning Outcomes in this area of learning. Many of the five-year-olds that were spoken to did not know their address and could not begin to explain how they would find their way home from school. Children make good progress in learning about the celebrations of the principal faiths represented at the school, and reception children showed good recall of the details of the Christmas story. They enjoyed performing 'Aao, Aao', an action song to celebrate Guru Nanak's birthday. Children use the computer mouse confidently to 'drag and drop' images to make a Christmas card, and name the keyboard, printer and screen. They learn how to cut, join and fix materials. Some children have been on extended holidays to visit other members of the family, and have this additional experience. However, for many other children, their window on the world is the school and television. There are insufficient chances for children to discover for themselves, to wonder, discuss and make connections with other learning. There are too few opportunities for children to explore and select materials and equipment, for example in constructions made from recycled materials. These children are keen to learn, and very responsive to new challenges, as they showed when shining torches inside a dark material tent.
99. The small amount of teaching seen in this area was of good quality. Children make good progress in response to the direct teaching of religious knowledge, information technology and technology skills. Road safety skills are taught effectively in the nursery while children play on

the wheeled vehicles. In the reception class, good teaching was seen when the classroom assistant helped children to mix water with cornflour and discuss the change of state of the powder. The children were encouraged to predict and experiment, comparing results and making good progress in developing their language skills effectively. In contrast, in another lesson, a group of children was left to play with a small world environmental set for over half an hour with no adult input other than to tell the children to make less noise. The vocabulary that the children used amongst themselves was of limited scope and poor sentence structure. They made little progress.

### ***Physical development***

100. When children start school, most of them have difficulty holding a paintbrush or pencil, and very limited experience of doing jigsaws or using simple construction kits to build models. They make very good progress in the nursery and good progress in the reception classes, and almost all children reach the Desirable Learning Outcomes by their fifth birthday. Children in the reception classes move round the hall with confidence and good control, respecting each other's personal space. They listen carefully, watch others demonstrate their skills and practice to improve. They know that their heart will beat faster after exercise. They move across the apparatus confidently, making good 'squashed landings' when they jump down onto the mats. They appreciate the importance of safety, and carry mats carefully to put them away. Younger children learn to ride wheeled vehicles confidently, to climb, throw and catch balls and dig energetically in the sandpit through daily practice and teacher encouragement. Nursery children learn to hold a pencil and paintbrush correctly, and learn hand control through such activities as using a construction set where straws fit tightly into holes, and making patterns by nailing wooden shapes onto a display board. Reception children demonstrate satisfactory control as they form letters and numbers and carefully apply glitter and sequins to their Christmas party hats. All children enjoy the activities provided for their physical development and show very good relationships as they take turns on the wheeled vehicles and share materials in artwork.
101. The teaching of physical development is good, both in the formal gymnastics lessons and in the interactions while children are helped individually to develop their skills. The outdoor play area is very well used by teachers in the nursery, who monitor learning closely, and encourage children to develop their skills so that they make good progress as they ride, climb, dig in the sand and throw and catch balls. All adults are very safety conscious, both in lessons and at lunchtimes, when the reception children are well supervised as they use the nursery play area. The nursery teachers in particular, have high expectations of the pupils as they work to develop hand and finger control in a range of activities, and use praise well to reward best efforts.

### ***Creative development***

102. Very few children starting school have been to play school or had experience of exploration and practical activities. Children make progress that is satisfactory overall, but many do not achieve the Desirable Learning Outcomes by the age of five. One aspect in which children are very successful is in the playing of musical instruments to accompany class singing and in the quality of their singing, performing and listening in music lessons. Almost all children have a good sense of rhythm and older children play well in time to the music. Children have a varied repertoire of favourite songs that they sing tunefully, with good recall of words. Children learn a good range of techniques in art, such as combing paint to create realistic firework pictures, and the systematic development of drawing skills in reception. However, they do not have sufficient opportunity to have an open choice when painting or constructing. The children decorated Christmas hats, but the teacher made the base for the hats. Work on display shows little originality, particularly in the reception classes. Children in the nursery have daily access to malleable materials, but there are no examples of three-dimensional work on display in the reception classes. No dance lessons were seen in the reception classes during the inspection, and there was little provision for imaginative play. The lack of regular opportunities for imaginative play restricts children's progress in extending their communication and social skills. The children enjoy creative activities, and their responsible and ecstatic response to the cornflour and water experiment in reception, and their good progress in language development showed how much they appreciate this rare opportunity to explore a new medium for themselves.



103. Teaching in the area of creative development is barely satisfactory. Throughout the early years there is an over emphasis on teacher-directed activities to learn skills and techniques at the expense of exploratory learning. Where the correct balance is achieved, teaching and progress are both good, as in music, where children do have opportunities to experiment individually with musical instruments, but learn the specific skills of playing each instrument during class sessions.

## **The core subjects**

### **English**

104. In the National Curriculum assessments for 1999, results in the reading test were broadly in line with the national average and well above the results in similar schools. Attainment in writing was below the national average, although broadly the same as that achieved in similar schools. Over the four-year period from 1996 to 1999, both reading and writing were slightly above average. Trends for the three years from 1996 to 1998 indicate that girls do better than boys in reading, but less well than boys in writing. However, in 1999, because of an unusually high proportion of boys with special educational needs or in the early stages of acquiring English, the boys' results are well below the girls. The percentage of girls attaining Level 2 (the expected level) and above is well above the national average in reading and above the national average in writing. In comparison with similar schools, the girls' attainment at Level 2 and above is well above average in reading and writing. As the majority of the pupils in the school come from homes where English is not the first language, the standards in reading are good for these pupils, and they make good progress from below average achievement on entry at five. Assessments in reception indicate that an average proportion of the pupils have the potential to achieve Level 3 at the age of seven, which is the level above that expected for their age nationally. However, less than half the higher attaining pupils reach Level 3 than do so nationally, confirming the inspection evidence that, as at the time of the last inspection, there is a weakness in providing work of sufficient challenge for higher achieving pupils. In general, the inspection evidence is that the attainment of most of the pupils now in Year 2 is approaching a similar standard to that shown in the 1999 assessments in reading and writing. In the younger Year 2 class, a scrutiny of writing shows that many pupils have made progress that is slower than expected in the last two months as a direct result of unsatisfactory teaching with low expectations and uninspiring tasks.
105. The speaking and listening skills of most pupils in Year 2 are higher than most pupils of their age. Although more than half the pupils in the main school speak English as an additional language, most speak English fluently. However, a significant minority still need support with English language skills. Pupils listen well during the class sessions of the literacy hour, and in other whole-class and collective occasions. The quality of their response to questions is good. They contribute confidently, make sensible suggestions, and give good and well thought out reasons for their ideas. For example, pupils demonstrate a good understanding of the two plots running side by side in the story 'Dear Daddy'. They interpret the illustrations to provide detail of the different seasons, the events in the life of Sophie and her father, and to suggest emotion, such as 'Daddy is sad because he is missing his little girl'. In one Year 2 class, pupils were given the opportunity to perform the events in the Christmas story in a religious education lesson. They were guided to speak the parts of the characters, which they did with confidence. Pupils with special educational needs listen well in class lessons where the skill of the teacher involves them by interesting content or carefully targeted questions that they can answer with confidence. The small number of pupils in the early stages of acquiring English find it difficult to listen for any length of time in whole-class lessons, although in small group sessions they are developing this skill and are beginning to string ideas together into simple sentences.
106. Attainment in reading in Year 2 is average. Pupils of average and above average attainment are reading scheme books broadly in line with that which might be expected for their age. They have a good sight vocabulary based on the school reading scheme and use a variety of strategies to help in the reading of unfamiliar words, although their knowledge of the sounds of letters is generally weak. They are enthusiastic readers, and talk in simple terms about the books they like. The majority of average and above average readers can give simple summaries of plots and talk about what they think will happen. Higher attaining pupils read with good fluency, but are not satisfactorily developing their knowledge of story structure, patterns of

language and the conventions of fiction and non-fiction books. In both teacher-guided situations and in their personal reading, pupils are not given sufficient access to books with a wide range of genres and styles, and resource material which contains information. This limits pupils' vocabulary and does not encourage them to read widely for pleasure or information. Most pupils understand how books are organised, can identify the title and author, but are less certain of how to use reference material for different purposes, or how books are classified.

107. Standards of writing have remained the same since the previous inspection and are not of a high enough standard, particularly for the higher attaining pupils. Average and higher attaining pupils satisfactorily complete worksheets to practise the teaching points introduced in the whole-class sessions of the literacy hour. A scrutiny of the work of higher attaining pupils produced some good examples of well-developed story writing, with appropriate use of full stops and capital letters, for example in the re-telling of the Great Rescue. Overall, there is an insufficient amount of work of this standard being produced. In the lessons seen, the quality of written work is dependent upon the level of support given in the form of worksheets adapted to meet the perceived needs of the groups of differing attainment, or the level of adult support provided. Pupils, particularly in the younger Year 2 class, are given insufficient guidance and stimulation to independently produce good written work, with the result that motivation and concentration is lost and progress is slower than it should be. Drafting and editing skills are not sufficiently developed to give support to pupils in independently planning or reviewing their writing. Presentation of finished work for average and higher attaining pupils is mainly satisfactory, with print generally well formed. Pupils with special educational needs and those in the early stages of acquiring English are given good support to help them develop their writing skills and they make satisfactory progress.
108. The rate of progress in reading and literacy skills is mostly satisfactory. Pupils make good progress in their speaking and listening skills, because they are keen to learn and, in the main, confident to share their ideas. However, in group sessions, in English and other subjects, pupils are not provided with enough good opportunities to share and explore ideas in structured group activities, which slows progress in developing and articulating ideas through discussion. Progress in reading is mainly satisfactory, although there is an unsatisfactory development of the knowledge of letter sounds and letter combinations. Through texts chosen for class sessions, pupils are extending their experiences and vocabulary, and developing their understanding of the structure of narratives. There is planning for a range of writing within the English scheme of work, but work seen in books does not provide evidence of this, and writing skills are not satisfactorily extended into the other subjects of the curriculum. Generally, pupils of average and above average ability are not provided with the opportunities to extend their writing skills in line with their capability and so make unsatisfactory progress in many lessons. The progress made by pupils in the early stages of acquiring English is mainly satisfactory in supported activities. Pupils with special educational needs make good progress against the literacy targets set in their individual education plans.
109. The pupils' response to English is mainly good. They are very attentive during the whole-class sessions of the literacy hour. They are keen and enthusiastic to answer questions, and to contribute their knowledge and experiences. Most behave well throughout the session, and work well in supported situations. Their capacity to persevere to complete tasks and use their own initiative is less satisfactory in unsupported situations or where tasks are not matched to their ability. The unsatisfactory attitude and motivation of a significant minority of pupils, particularly in Year 2, has a negative effect on the progress they make. Most pupils take care of books and materials and show an interest in reading. The attitude of pupils with special educational needs and pupils in the early stages of acquiring English in their separate literacy sessions is mainly good.
110. The quality of teaching in the lessons seen is satisfactory overall, with consistently good teaching by the teacher for special educational needs in supporting groups of lower attaining pupils from both Year 2 classes, and some good teaching in Year 1. In the two English lessons seen in the younger Year 2 class, teaching was judged to be unsatisfactory in one lesson and poor in the other. Where teaching is good, planning for learning meets the identified needs of the pupils, and there is a good build up of skills and knowledge over the week. Where teaching is less than satisfactory, behaviour management is unsatisfactory, pupils do not sit in groups so that focused teaching can take place, and planning does not meet the needs of the pupils.

Planning for the literacy hour is written from day to day and the programme of learning activities for the week loses balance and continuity. In these lessons, pupils make unsatisfactory progress. Teachers generally have good relationships with pupils and provide a supportive environment. They plan effectively for the teacher-led whole-class sessions; books are well selected and provide a stimulating focus to lessons. Questioning skills are very good, and ensure that pupils are stimulated to think and reflect on their responses. Teachers mainly have consistently high expectations of pupils' behaviour. The first part of each lesson is always well taught, even in the class where teaching was less than satisfactory. However, the aims for each weekly unit of work are not always fully addressed by some teachers. The focus of work in the independent group activities is sometimes not clearly communicated to pupils, and teachers' expectations of what can be achieved are not consistently high. This is particularly the case in encouraging pupils to write at greater length and in giving a sense of urgency to complete work. These factors have a negative effect on pupils' progress. Guided reading is satisfactorily organised, although there are no consistent methods for checking on the development of skills. Pupils regularly take books home and parents regularly hear them read and make useful comments in their reading records.

111. Pupils with special educational needs and those in the early stages of learning English are provided with separate literacy sessions to meet their particular needs. Planning for learning is good for those with special educational needs. However, there is insufficient attention paid to reinforcing the listening skills of pupils acquiring English, and a shortage of material to develop their communication skills in English lessons and in other subjects. These pupils make satisfactory progress, because of the concentrated daily teaching in small groups, but opportunities are missed. For example, they do not participate in the whole-class session at the end of the literacy hour, thus missing a valuable chance to share their achievements with the support of their specialist teacher and gain in independence and self-esteem.
112. The co-ordinator for English has satisfactorily managed the implementation of the National Literacy Strategy, based on the scheme of work provided by the local education authority. Teachers have received appropriate training, and have a sound understanding of the organisation of the literacy hour. There is some good joint planning in Year 1, which ensures that pupils within the same year groups are provided with a similar range of work. However, the weaknesses in planning in Year 2 and the lack of effective provision for the different capability groups suggest that there has been a lack of rigour in monitoring the teaching and learning of English. Procedures for assessment are mainly satisfactory, but an analysis of pupils' attainment against the lesson objectives is not being used effectively to set targets for future planning to ensure progress. There are no work samples to give an accurate picture of the levels pupils are working at, and reading records do not include a diagnosis of the skills pupils need to develop their reading competence. There is an sufficient range of resources for use in the literacy hour, and the reading scheme is well stocked. There is no school library, and class book corners are unsatisfactory in the range and quantity of books and are not a good resource to develop the skills of reading for pleasure and for information.

## **Mathematics**

113. Pupils' performance in the 1999 National Curriculum tests at the end of Key Stage 1 was below the national average. It was below the national average for the percentage of pupils reaching the national standard, Level 2 or above, and also below the national average for the percentage reaching the higher Level 3. In comparison with the results achieved in schools with similar backgrounds, pupils' performance was average. Teacher assessments were slightly below the test results in 1999. Taking the four years from 1996 to 1999 together, the test results were slightly above the national average. In the three years from 1996 to 1998 there is little difference overall in the attainment of boys and girls. However, in 1999, because of an unusually high proportion of boys with special educational needs or in the early stages of acquiring English, the boys' results are well below the girls. The percentage of girls attaining Level 2 and above is in line with the national average in mathematics and above average in comparison with similar schools. The inspection evidence is that the overall attainment of pupils now in Year 2 is below average. This is because although the attainment of the majority of pupils is at an average level, there is a very small proportion of pupils who attain at a level significantly above the average. Also, progress this term in the younger Year 2 class has been slowed by unsatisfactory teaching.

114. Most pupils in Year 2 count sets of objects reliably and many use mental recall of addition and subtraction facts to ten. Most pupils correctly work out the answers to addition and subtraction sums within 20, but many are still very reliant on 'props' such as fingers and number lines to support calculations. Higher attainers have begun to understand the place value of each digit in a number and use this to order numbers to 100. All pupils recognise patterns when counting objects in sets of two, and higher attainers in fives and tens. Most recognise doubles and are beginning to make simple multiplication sums in practical situations and work out the answers. Pupils use mathematical names for circle, square and triangle, and recognise some three-dimensional shapes, such as cone and cube. They have begun to use everyday non-standard and standard units to measure length. They solve simple practical problems involving money and time. The attainment of lower attaining pupils, including pupils with special educational needs, is not far behind that of the average attainers. The difference is in the narrower range of available strategies for mental arithmetic and the slower speed of mental calculation.
115. Progress through Key Stage 1 is satisfactory overall. Pupils start and finish with below average attainment. At the beginning of the key stage, this is because of the high proportion of lower attaining pupils, but at the end of the key stage it is because of the low proportion of higher attaining pupils. At the last inspection, one of the key issues was to raise the rate of progress in mathematics. This has been achieved for the lower attaining pupils, many of whom find mathematical concepts and language difficult to understand. Using the assessments at the end of the reception year as an indicator, almost a quarter of pupils have very low attainment and many of them make good progress in Years 1 and 2, with half achieving a low Level 2 grade in the National Curriculum tests. All pupils in Year 1 have made good progress this term, and many have made very good progress in response to the very good teaching. Lesson planning closely matches the attainment level of the pupils and they are developing a good foundation in mathematical skills and knowledge. Almost all use a number square to 100 confidently to work out missing numbers and are able to explain how they arrived at their answers. Pupils are starting to use and apply mathematics practically in real life situations by solving simple money problems. During the inspection pupils in a Year 1 class were 'shopping' using simple addition sums to 10 pence then calculating the change accurately. In both Year 2 classes, teacher expectations of higher attaining pupils are too low, the work set lacks challenge and stimulation, and they make unsatisfactory progress. In the younger Year 2 class, the progress of all pupils is slowed by poor classroom management. Pupils with special educational needs make satisfactory progress through the provision of group work where tasks are at the right level to consolidate learning.
116. The implementation of the National Numeracy Strategy is satisfactory overall. Most teachers are already using the three-part lesson structure confidently. The focus of the lessons and learning objectives are clear, although in Year 2 planning for activities lacks imagination and expectations are too low. The increased emphasis on mental skills is having a very positive impact on pupils' understanding of mathematical concepts, language and skills particularly in Year 1. Numeracy is promoted effectively through science and design and technology, and information technology is used to illustrate patterns on number squares and for creating a range of graphs.
117. Pupils have a positive attitude to learning. They show high levels of concentration and perseverance and behaviour is usually good. On the few occasions where there is poor concentration and disruptive behaviour it is due to inappropriate work resulting in pupils being bored. During oral sessions pupils respond enthusiastically and are eager to answer questions, especially when the level of challenge is right. They are keen to share their work with visitors and to explain how they arrive at their answers. Pupils co-operate with each other and, when required, support each other's learning, as in Year 1, where higher attaining pupils help slower learners.
118. The quality of teaching is good overall, but it is uneven and varies from very good in Year 1 to unsatisfactory in one Year 2 class. Where very good teaching was observed in both Year 1 classes, each lesson incorporates a range of well planned learning activities that are carefully matched to pupils' individual needs. Pace is good, expectations high and pupils of all capability make very good progress. In contrast, teaching and progress in Year 2 is never better than satisfactory, and higher attainers make unsatisfactory progress. In one lesson in Year 2, where

teaching was graded unsatisfactory, pupils were not challenged, tasks set were of a low level and classroom management was ineffective. Marking is satisfactory in Year 1, but variable in Year 2 and not always according to the school policy. It is sometimes not carried out, rarely tells pupils how to improve their work, and corrections are not done. Assessment systems are being developed, but at present teachers do not have the benefit of records that show what all pupils have learnt or what specific weaknesses might be. This limits the teachers' ability to plan effectively for the full range of attainment when planning new units of work. Homework is used consistently and effectively to consolidate learning.

119. The subject is well led by an enthusiastic, hard working co-ordinator. The policy and scheme of work, which are based on the National Numeracy Framework, support and guide teaching and learning effectively. All staff have received training in the new strategy. The co-ordinator and headteacher have started to monitor planning, teaching and the implementation of the National Numeracy Strategy and are beginning to get an overview of the quality of mathematical provision in the school. The subject is satisfactorily resourced.

## Science

120. In the teacher assessments for 1999 at the end of Key Stage 1, the proportion of pupils who reached both the expected level (Level 2) and the higher level (Level 3) was well below the national average. In comparison with similar schools, attainment was still well below average. However, in 1999, because of an unusually high proportion of boys with special educational needs or in the early stages of acquiring English, the boys' results are well below the girls. The percentage of girls attaining Level 2 and above is in line with the national average and above the average for similar schools. The inspection evidence is that the attainment of pupils currently in Year 2 is below average. This is because there is a very small proportion of pupils attaining at a level significantly higher than the majority. At the last inspection, one of the key issues was to increase the rate of progress in science. This has not been achieved because records of attainment are only just being developed that will enable teachers to build on previous learning and provide tasks that will offer sufficient challenge to pupils, particularly the higher attainers.
121. Most pupils in Year 2 are inquisitive and observant. They want to know and they are eager to find out. They understand the need for a healthy body and a healthy diet. They realise the need for taking exercise. Pupils investigate and construct simple electrical circuits using bulbs and batteries confidently and appreciate the dangers of electricity. They investigate light sources thoughtfully. One pupil asked, 'Is the sun a light source?'. Another pupil answered, 'If the sun went out we'd be in the dark!' Pupils are developing a satisfactory scientific vocabulary. For example, they use words like 'circuit', 'insulation' and 'appliance' when using catalogues to compare devices powered by batteries and mains electricity. They identify the materials they are made of and discuss how they work.
122. Most pupils make satisfactory progress through the key stage from a low level of understanding in reception. They are helped to progress by learning and using the appropriate technical language of science, although many pupils find scientific concepts hard to understand and have difficulty making connections in their learning. Pupils in Year 1 understand, for example, that when measuring themselves, there should be a 'fair test' and everyone should be measured from shoulder to finger tip. Year 1 pupils make good progress as they learn about living and non-living things and investigate the effects of exercise on the body. A good emphasis on practical work ensures that learning is relevant and accessible to all pupils. Many tasks in Year 2, however, do not offer higher attaining pupils the opportunity to develop their own experiments and recording methods, or for independent research. Pupils in the early stages of acquiring English and those with special educational needs make satisfactory progress because the teacher-directed tasks give language support and a tight framework in which to work.
123. Pupils respond with enthusiasm to science lessons. Most are eager and curious, and want to find explanations for why things are as they are. They think about what they are doing and ask questions. They sustain their interest and stay on task. Pupils share ideas during discussion and co-operate well when working. They are happy to pool their knowledge and share their discoveries with visitors. Where four pupils from the Rainbow class for pupils with severe learning difficulties are included in a Year 1 science lesson, relationships are excellent. All

pupils contribute to the discussion on the increase of heart and breathing rates and raised temperature as a result of exercise. They concentrate and stay on task well, behave impeccably and enjoy the shared discussions.

124. The quality of teaching is satisfactory. Teachers are knowledgeable and enthusiastic. They plan in detail and achieve a good balance to the lesson, with exposition, demonstration and practical work. Unfortunately, in most lessons, planning does not encompass the needs of the higher attaining pupils. Tasks are too teacher-directed and mundane, restricting opportunities for extended investigation. Expectations of the standard of work are sometimes too low, as in the observational drawings of light sources in Year 2. This results in progress that is not as good as it could be for many pupils, but has the greatest effect on the progress of higher attaining pupils, limiting originality in thinking, experimenting and recording. In contrast, in a Year 1 lesson the quality of teaching was very good. There was good challenge for pupils of all capabilities, including some pupils from the Rainbow class for pupils with severe learning difficulties. There were clear instructions and high expectations, a good pace and good use of resources. As a result, the progress of all pupils was good.
125. The newly appointed co-ordinator appreciates the need to plot individuals' progress, knowledge and understanding carefully. New records of assessment have been drafted and will be introduced shortly. These are detailed and relevant and have the potential to record attainment and track the progress of individuals and groups of pupils. The co-ordinator does not at present have the opportunity to monitor, observe and work alongside colleagues, but time has been allocated for this in the near future. The subject has a satisfactory level of resources, which are accessible and well labelled, giving good support to teachers.

### **Information technology**

126. By the age of seven, attainment is in line with national expectations. Most pupils in Year 2 have a good knowledge of how to input and edit text. They find letters easily on the keyboard, and are confident to make changes to their work and experiment with different fonts, colours and styles of presentation. Pupils have a good vocabulary to support their learning. In the class lesson on editing text they used 'text', 'heading', 'upper and lower case', 'font', 'highlight', 'justification' and 'border' correctly while suggesting the best way to redraft a pupil's story. They easily locate the icons they need to support the editing of text, and save and print their work. They know how to compose a suitable title for their writing. Pupils use the program First Artist with increasing confidence and skill to select pictures, enlarge and contract them to the required size, and fill the background with colour. They create pictures for book covers, select suitable flora and fauna from a picture bank and place these on a river setting, and create captions and labels for work in science. They use the interactive 'Colour Music' program as part of their class music lesson, listening carefully to the different sounds produced and discussing how to respond to the program. Pupils use a number square to highlight multiples of 3 and 5. Planning for next term, and work seen from Year 2 pupils last year, shows that the next steps in learning will include the use of a data handling program to produce a range of graphs using data collected and entered by the pupils. The introduction to control technology through using a programmable robot is also planned.
127. Pupils make satisfactory progress at Key Stage 1. In the nursery and reception classes, children all use the computer for a range of programs that develop the use of 'drag and drop' with the mouse, and they have opportunities to input text. In Years 1 and 2, structured class teaching develops skills sequentially through a limited range of suitable programs and all pupils complete a set task linked to a specific curriculum area as they practice and consolidate each new skill. There is good support from teachers and classroom assistants, and pupils help each other in their work. This approach ensures that all pupils achieve success. Pupils with special educational needs and those for whom English is an additional language benefit from the well-planned language development, and the opportunity to watch other pupils completing the same tasks before they have their turn. They make satisfactory progress.
128. Pupils enjoy using the computers. They are proud of their skills and enthusiastic about the new computers that many of them now use. They are confident to experiment with new techniques but appreciate that the equipment they use is expensive and must be handled carefully. Pupils work well together, appreciating that some pupils learn more quickly than others, but all need to

practice to improve. In class lessons, all contribute to discussions and ask questions to make sure that they understand the new techniques that are being demonstrated. They concentrate well and their behaviour is very good. This ensures that learning is secure and steady progress is made.

129. The quality of teaching is satisfactory. The teachers use their developing knowledge well. The carefully constructed planning enables them to use one program at a time so that they can explore the potential of the new computers with the pupils. In the one lesson seen, the seating of the pupils was well managed to enable them all to see the monitor and keyboard. Language was well chosen to build on previous knowledge and move the pupils forward in their learning. Questions were targeted with skill to draw all pupils into the discussion and to allow them to demonstrate the extent of their knowledge. The lesson proceeded at a good pace, and maintained the interest of the pupils well at the end of a wet day where they had had no outdoor play.
130. The co-ordinator is confident and knowledgeable, and has given the staff good support in developing a programme of learning based on national guidance that makes the most of their expertise and ensures that skills are taught in sequence. The introduction of the new computers has been well managed, with suitable software provided for each age group. A suitable portfolio of work is being built up to illustrate the standards to be expected for each year group, and displays celebrate the work of the pupils. Information technology is used to support work in literacy, numeracy, art, music, geography and science. The most effective use is in using word processing to improve the presentation of work, and the development of techniques for drawing and picture making. Good examples of these aspects can be seen in all classes and enhance the quality of finished work. However, computers are not used sufficiently to support pupils' writing. Stories written in the literacy hour are transferred to the computer and edited on screen, but there are few examples of pupils drafting writing directly on the computer during the literacy hour. There is limited use of control technology, and of interactive programs to support work in geography and history. The computer in the Rainbow class has appropriate software, and good use is made of photographic images to support learning. However, in the main school there is no specific software for pupils with special educational needs or those in the early stages of acquiring English. The co-ordinator has a good understanding of what needs to be done to develop the subject, including the introduction of a recording system to track progress when a greater variety of software is introduced, and further training of teachers during the next school year.

### **Religious education**

131. By the end of Key Stage 1, attainment is above the expectations set in the locally agreed syllabus. All pupils make good progress. Pupils in Year 2 are knowledgeable about the similarities and differences in the major faiths represented in the school. They describe in detail the places of worship, holy books, major festivals and celebrations of Christianity, Sikhism and Islam, and know some of the stories associated with the lives of Jesus, Guru Nanak and the Prophet Mohammed. Through their celebrations of Diwali, Guru Nanak's birthday, Christmas and Eid, pupils point out the similarities, such as special clothes, decorations, cards, presents and food, and also the differences within each area, such as chapattis or turkey as special food. They have a well-developed awareness of worship and appreciate that this takes different forms in different places of worship. When asked about worship in a Christian church, one boy said, 'Ask my friend, she's a Christian, I'll tell you what happens in a mosque'. Pupils know that they can learn from the stories in holy books, retelling the story of Zacchaeus to illustrate their point that we should not judge others by outward appearances. They are aware of special moments such as birth, and some of the special ceremonies associated with birth in different faiths. Pupils appreciate that friendship extends beyond the playground, and that a friend is there to talk to and to listen to what you have to say. Higher attaining pupils in Year 2 write perceptive thumb-nail sketches illustrating the importance of friendship.
132. Progress is good. This is because of the consistently sensitive teaching that leads to good gains in personal development and religious knowledge and understanding. Pupils are encouraged to share and reflect on their experiences and feelings and those of others. Previous knowledge is systematically built on as festivals are celebrated each year. For example, in learning about the Christmas story pupils in Year 1 learn of the journey of Mary and Joseph to Bethlehem. Year 2

pupils tell the story in their own words and gain an insight into the actions and feelings of the people in the story through role-play. Children with special needs and those in the early stages of acquiring English make good progress because there is good support for learning through resources and practical activities, and they are encouraged to share their own experiences and articulate their feelings.

133. Pupils have a very positive response to religious education. They are keen to share experiences and are interested in and respectful of each other's beliefs and customs. They behave well and are confident to contribute to class discussion, showing maturity as they share personal feelings and reflect on what others have to say. They learn well from each other, enjoying the opportunities for role-play and collaborative working.
134. The quality of teaching is good. Teachers have high expectations of what the pupils are capable of learning, feeling and expressing. Their respect for all religions and cultures is transmitted to the pupils. Good planning provides a balanced range of relevant activities; in the four lessons seen there were good examples of the effective use of stories, role-play, discussion, drawing and writing to support learning. Very good use is made of the pupils themselves as a resource, and artefacts, pictures and celebrations are used effectively. There is good involvement of pupils with special educational needs and those with little spoken English in all lessons, promoting their self-esteem effectively. Teaching in assemblies is well planned to support and complement class lessons, drawing together threads from the different religions, as in the current theme of birth. The teaching is effective because the teachers know the pupils' stage of development well and build on this with sensitivity and skill.
135. The curriculum is broad and balanced and closely follows the local agreed syllabus, which currently contains a proportion of personal and social education. A new syllabus will be introduced shortly, with a sharper focus on religious education. The co-ordinator has recently attended training in personal, health and social education, and has written a well-planned scheme of work for this area of learning, which will be introduced next term. She is an effective manager, who monitors planning closely. She has created her own recording form to support lesson observations and has begun to monitor teaching. She gives good support to colleagues by her efficient organisation of resources to support each topic. The co-ordinator plans to introduce an assessment system when the new learning programme is in place.

## **Other subjects or courses**

### **Art**

136. There were no art lessons in Year 2 during the week of the inspection. Two art lessons were observed in Year 1. Evidence of work by pupils in Year 2 was drawn from displays of work and a scrutiny of teachers' planning. Artwork is of the standard normally found for the age of the pupils. All pupils, including those with special educational needs, and those in the early stages of acquiring English, make satisfactory progress in this practical subject.
137. In one Year 1 class, pupils studied the work of Paul Klee with interest and most were involved in thoughtful discussion of the contrasting moods evoked by his paintings. In the other Year 1 class, pupils continued the theme of happy and sad moods as they developed sensitive line drawings after studying Picasso's 'Weeping Woman'. A good standard was achieved as they rose to the challenge of portraying their feelings on paper. Using the examples of Picasso and Klee, Year 1 pupils were also able to develop their line skills effectively on the computer. Work on display shows the use of pencil, paint and textiles, and computer programs for design, 'painting', composition and line drawing. No evidence was seen of clay work or any other three-dimensional art. Simple printing techniques, using a roller, were used to illustrate work on a transport topic. Much of the artwork on display shows evidence of over-direction by teachers, and does not reach the standards of creativity achieved in the lessons seen.
138. Pupils make progress that is satisfactory. Basic skills such as painting and drawing are developed, although not in the detail suggested in planning. Artwork on display shows an increasing maturity. However, in Key Stage 1 much of the spontaneity and freshness of some of the work in the early years has been lost, and there are few pictures that, as in the lesson seen, reveal the pupils' feelings and enthusiasm in creation.



139. Pupils enjoy art work and have positive attitudes to the subject. They work with concentration and behave well. This enables them to make steady progress in the development of the techniques and skills that they are shown. Good collaboration takes place where pupils discuss their work with each other, and they are confident when evaluating their own or another's work.
140. The teaching of art is satisfactory. The teachers demonstrate a satisfactory knowledge of the subject. They give good support and praise and encourage pupils to develop skills and techniques. They use time and resources well and use their ongoing assessment effectively to guide discussions where pupils evaluate their work. Sadly, from the evidence gathered during the period of the inspection, art is too restrictive and teacher-directed at Key Stage 1, with the resultant limiting of freedom of expression. Little use is made of the rich multicultural background of the pupils. Art tends to be of a Western European influence.
141. The recently appointed co-ordinator is keen to develop the subject further. She appreciates that a priority is to develop the scheme of work in such a way that pupils will experience a wide variety of media, two and three-dimensional work and build on a succession of structured skills. Resources are adequate. Samples of work are kept, but there is no recording system from which to check if pupils are making progress, not only in the development of skills and techniques, but in experiencing a broad range of media through which to express their creativity.

### **Design and technology**

142. Two lessons were observed in Year 2 during the period of the inspection. Design and technology was not taught in Year 1 during the inspection. The lessons seen, plus the scrutiny of pupils' work, classroom displays and careful examination of the teachers' planning indicate that pupils make good progress in design and technology at Key Stage 1. The quality of work is higher than that of most pupils of their age. Pupils with special educational needs and those with English as an additional language make good progress in this practical subject. Standards have improved since the last inspection, where the range of activities was said to be limited.
143. Pupils in Year 2 discuss the merits of various techniques and methods of constructing simple slippers. Good creativity is shown as they work out their designs and discuss the best method to ensure that the slippers fit round their feet. They employ a range of cutting and bending techniques in constructing the sole, back and sides. With glue, embroidered tape, and a punch for hole making they make a finished product of good quality. Pupils handle tools carefully and show good skill in making careful joins.
144. Pupils make good progress through the key stage through making a carefully planned range of artefacts, including pop-up illustrations for 'Elmer' story books, house designs, wheeled buggies and bridges. They design attractive Christmas cards and covers for books on the computer. The pupils encounter a broad range of materials, and planning shows that techniques and skills are developed systematically. By Year 2, pupils have a good choice of suitable skills to enable them to produce a good variety of designs and construction methods for their slippers. They concentrate well as they learn new skills, such as making a vertical joint between sole and heel by bending the card, to ensure that they remember the technique for later use.
145. Pupils observed in design and technology lessons in Year 2 enjoy their work. They listen carefully to their teacher and ask for clarification if they are unsure what to do. Pupils talk enthusiastically about their investigations and the materials used. They observe safety rules well, such as careful handling of the big scissors and the glue gun. Behaviour is good, although in one class some pupils were very noisy when clearing up.
146. The quality of teaching is good. Lessons are planned in detail and techniques demonstrated clearly so that pupils have a secure understanding and make good progress. Teachers encourage the creativity of the pupils well. There are plenty of options left open for the pupils to choose how they design and construct their slippers. Teachers support the pupils well during the lesson, with good individual interactions to enable pupils to clarify their thinking and make the best use of their ideas during the making process. This enables pupils to modify their plans to achieve a better result. Behaviour management and organisation is generally good, but in one lesson the clearing up session lacked firm control.

147. The co-ordinator effectively manages the subject to ensure that staff are well supported in their planning. This results in skills and techniques being taught sequentially, and a tight focus kept on the importance of the 'plan, do and review' process. The requirements of Health and Safety regulations are met. Tools, saws and the glue guns are strictly maintained under teacher supervision. There is a policy and a suitable scheme of work that includes all the required elements of the subject, including food technology. Resources, generally, are satisfactory, and support the teaching of a broad curriculum effectively. There is no formal assessment and recording of the subject from which the development of knowledge and skills can be seen.

## **Geography**

148. There were no lessons observed during the inspection because history and geography topics alternate, and history was the current focus. Evidence was gained by looking at teachers' planning, display, photographs, the previous year's work and by talking to pupils. The knowledge, understanding and skills of pupils in Year 2 is the same as that of most pupils of their age. All pupils, including those with special educational needs, make satisfactory progress.
149. In discussion, Year 2 pupils knew what the study of geography entailed and understood certain geographical features such as rivers, land and sea. They explained about distances, different modes of transport and travel. They talked about maps, atlases and globes. When asked the difference between maps and globes they explained that people in olden times thought the world was flat but brave men travelled the world and discovered it was round so globes were made. Pupils described visits made to the locality and selected suitable photographs of different environments to illustrate different purposes and events.
150. Pupils make satisfactory progress in their acquisition of geographical skills, knowledge and language. In Year 1, pupils learn about their own environment, about their homes, shops and people who help them, such as the fire brigade, lollipop lady and bus driver. They gained great pleasure and knowledge from the visit of a bus driver with her bus. Following a visit to the local shops they described the different produce sold, and why a lot of goods come from abroad. They had drawn plans of their houses or flats and were able to describe their route to school, showing that they understood the need for maps and plans.
151. Pupils have a very positive attitude to geography and demonstrate a real interest for the subject. They were keen to talk about their work and visits, showing confidence and good understanding of geographical terms. It was clear that the first-hand experiences provided by the teachers provided a good resource for learning and had a very positive impact on their attainment.
152. From the scrutiny of work and discussions with pupils it is clear that teaching is satisfactory. Topics are covered in sufficient depth to ensure that pupils develop appropriate skills, knowledge and understanding. A detailed policy and scheme of work have been written since the last inspection that aid teachers' planning and assessment. There are clear expectations for pupils of differing capability to guide evaluation of achievement. The co-ordinator manages the subject effectively. She monitors teachers' plans and has started to collect examples of pupils' work. Resources are being built up to support the amended policy and scheme of work. Photographs and records of field trips provide good evidence of past work and a reference point for current work.

## **History**

153. Pupils in Year 2 have a knowledge and understanding of history in line with most pupils of their age. All pupils, including those with special educational needs, make satisfactory progress in this subject.
154. Year 2 pupils have a sound concept of history, an understanding of time passing, ways of life in the past and how famous people lived. As part of their study of famous people they are studying the fire of London and are discovering how to find out information about the past by reading extracts from Samuel Pepys' diary. They use their knowledge of flammable materials to help them understand how the fire spread so quickly, and they competently sequence the stages of the starting and spread of the fire. This learning from original sources is part of a practical and

very relevant curriculum that promotes understanding well. For example, pupils have visited the London Transport Museum and seen the different forms and the development of transport through the ages. Work following this visit is of a good standard. At the nearby Gunnersbury museum they had the opportunity to role-play everyday life in the past, gaining a sound knowledge of changes in fashion, technology and life styles.

155. Progress through the key stage is satisfactory. Pupils in Year 1 lay secure foundations for future study as they learn how their grandparents lived when they were young. They study pictures, read information books and study artefacts. They are developing a good sense of the past in relation to their own families, with some pupils supporting their learning well by talking to the older members of their extended families. There are satisfactory links with other subjects such as English with report writing and art through observational drawing. However, there is little opportunity to develop higher order research skills as most of the work is very teacher-directed, with an overuse of duplicated worksheets.
156. Pupils' attitudes to history are generally good. They are enthusiastic to learn and to talk about their work. They were especially keen to describe their visits to museums. They are quick to settle down to work, sharing resources well and enjoying the practical task. However, when too much time is allocated for activities, as in the Year 2 class who were matching and sequencing sentences, pupils become restless.
157. Teaching is satisfactory. Lessons are well prepared, and the subjects chosen follow the school scheme of work closely. Teachers use questioning well to draw information from the pupils. This was particularly evident when Year 1 pupils were trying to discover what an old-fashioned stone hot water bottle was. Teachers try to match tasks to the capability of the pupils, but in the lesson seen in Year 2, higher attaining pupils, particularly, had few opportunities for research because the resources used, although clear and relevant, contained limited information. Extension activities, for example drawing a picture, were not sufficiently challenging and restricted their progress.
158. The co-ordinator has updated the policy and scheme of work and resources are being expanded and organised to reflect the needs of the amended scheme. Planning follows the scheme well, but does not always include sufficient opportunity for pupils to make progress through independent research and develop the enquiry skills of a historian. There is a clearly written and comprehensive co-ordinator's file that includes examples of work and photographs of visits. There are currently no whole-school records from which it is possible to track the attainment and progress of groups of pupils, for example the high attainers, and see if this is good enough.

## **Music**

159. The pupils' knowledge, understanding and skills in music are in line with that of most pupils of their age. Pupils in Year 2 sing tunefully with a strong sense of rhythm and performance when given the support of an adult singing alongside them, or an accompaniment on piano or guitar. Pupils have a good repertoire of favourite songs, many with actions, which they accompany on percussion instruments. They appreciate that they can make a range of sounds on each instrument, and improvise thoughtfully, matching their playing well to the rhythm and mood of the song. All pupils in Year 2 have a short weekly recorder lesson. They have made good progress this term, both in the techniques of tonguing and positioning fingers carefully to create a clear sound, and in the early stages of reading music from the score. Pupils listen carefully to the tape recorder and computer as they distinguish high and low sounds and spot repeated rhythm patterns. Limited opportunities for composition and to listen to a range of music are provided through the commercial scheme that they follow.
160. All pupils make satisfactory progress. In the nursery and reception classes they have learned many action songs and rhymes. They have had many opportunities to explore the sounds made by different instruments and to play them to accompany class singing. They build systematically on this good base at Key Stage 1 through activities provided by commercial schemes, the weekly whole school singing practice and listening to a wide range of music in assembly. Pupils with special educational needs and those in the early stages of acquiring English are included well in all lessons and make satisfactory progress as they join in practical music making that includes the use of actions and playing instruments.

161. Pupils enjoy making music. They look forward to the shared experience and concentrate well. All pupils have favourite songs, where their smiles lift the quality of their singing. At the end of the whole-school singing practice, all pupils sang 'This little light of mine' with infectious enthusiasm and commitment. Behaviour is good in music lessons and enables steady progress to be made. Pupils in Year 2 are proud of their new skills as recorder players and many practice conscientiously at home.
162. The teaching of music is satisfactory. Teachers have sufficient knowledge to use the published schemes selectively to meet the needs of the pupils in their class. They plan a balanced lesson that introduces new learning and ends with a reprise of favourite songs. Teachers adapt their lesson planning well to build on the achievements of pupils in the previous lesson and ensure their progress. The singing assembly that includes pupils from the Rainbow class is well led, and the recent introduction of the guitar for accompaniment adds an extra dimension to the musical experience of the pupils.
163. The co-ordinator makes the most of her expertise to guide other teachers in lesson planning and support their teaching through example and lesson observations. She is aware that training is needed to give teachers the confidence to broaden the curriculum. A suitable recording sheet is used to note attainment and monitor progress. Resources are adequate and well used in the classroom, ensuring that all pupils make progress in developing their skills. The use of the accommodation is unsatisfactory for music lessons in Year 2, where two different groups are taught in the open plan classroom, further distracted by enthusiastic recorder players on the other side of a thin partition. The pupils still make satisfactory progress in these activities, but the close proximity places an unnecessary strain on teachers and pupils and detracts from the enjoyment of the lesson.

### **Physical education**

164. During the inspection the focus was on dance and gymnastics. In these areas of physical education, the skills and performance of pupils at Key Stage 1 is in line with those of most pupils of their age. The scheme of work shows that during each term a balanced programme is provided, including the development of skills with balls and the opportunity to take part in games.
165. Year 2 pupils in gymnastics lessons jump safely, landing softly with bent knees. They climb well on the vertical wall bars. In warm-up exercises, they demonstrate satisfactory co-ordination in running, jumping and skipping. Some carry out well executed bunny hops with good control. Good attempts at forward rolls from low apparatus were observed, with good attention to safety. In dance, pupils move confidently and thoughtfully in response to the moods of the music. They have a sound repertoire of basic dance movements such as travelling, turning, gesture and stillness, which they use in response to the instructions and music on the commercially produced tape. They develop a sequence of linked movements and steps individually and with a partner.
166. Most pupils make satisfactory progress. Pupils with special educational needs are well supported, particularly in the Year 1 lesson where pupils from the Rainbow class are included. Pupils develop body awareness through the termly sequences of dance lessons, and build on their skills progressively in gymnastics, for example in making soft landings. They are encouraged to discuss and evaluate their performances and those of others and this helps pupils with English as an additional language develop an appropriate vocabulary and understand the instructions in taped broadcasts. Many pupils in one Year 2 gymnastics lesson made unsatisfactory progress because too much time was wasted by unacceptable behaviour and poor listening skills.
167. All pupils enjoy movement and adopt very positive and enthusiastic attitudes. Pupils are very supportive of each other and co-operate in a spirit of fair play. They are proud to demonstrate their skills, and appreciate the need for care and attention in physical activity. Behaviour is good where instructions and expectations are clear. Pupils look forward to athletics in the summer term and also to the school sports when the neighbouring high school invites Allenby Infants to use their field.

168. Teaching is generally satisfactory, although teaching in one of the four lessons seen was unsatisfactory. Teaching in one Year 1 lesson was good, with the creative use of the commercially produced tape, clear and concise instructions and sound knowledge of the pupils' capabilities. Pupils made good progress in this lesson. Teaching and progress were unsatisfactory in one Year 2 lesson where instructions were unclear, pupils were not appropriately challenged, and the school behaviour code was not consistently applied. Teachers generally use demonstrations well to illustrate good practice, for example in dance when emphasising steps and movements with a partner or in sets of four. Health and Safety issues when using and moving apparatus are observed well. However, although pupils change into appropriate clothing, some wear unprotected bracelets, bulky hair slides and earrings in gymnastics lessons. This is not safe practice.
169. The recently appointed co-ordinator plans from a commercially produced scheme of work. She realises the need to have a skills-based element to all lessons, so that children can fully develop their physical potential. The hall and playground enable most of the curriculum to be taught effectively. The school does not possess a green field site. This restricts progress in athletics activities in the summer, although a nearby field is used for the school Sports Day. Equipment for gymnastics is good and enables the pupils to make steady progress in developing skills of climbing, balancing and travelling in a variety of ways.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

170. A team of 6 inspectors carried out the inspection over 4 days. During the inspection, 60 lessons or part lessons were observed, adding up to a total of 43 hours. Inspectors attended school assemblies and registration periods in most groups. Samples of pupils' work were examined for each class for the current academic year. A comprehensive range of school documentation, including the school development plan, teachers' records, all curriculum planning and assessment documents, information on special educational needs, the records kept on pupils, sample reports sent to parents and the school registers was inspected. In each class, inspectors listened to a sample of pupils read. Interviews were held with pupils to determine the extent of their knowledge in science, religious education, information technology, history and geography. Discussions were held with members of staff, governors, pupils, parents and the school administrators. A parents' meeting held prior to the inspection was attended by 12 parents, at which they expressed their views about the work of the school. Questionnaires were sent out and 25 were returned (10 per cent). The responses to the questionnaires were taken into account during the inspection. The budget figures and the most recent audit report were examined.

## Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y2	151	9	24	45
Nursery Unit/School	35.5	0	1	na

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y2)

Total number of qualified teachers (full-time equivalent)	8.6
Number of pupils per qualified teacher	17.6

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

Total number of education support staff	5
Total aggregate hours worked each week	156

#### Qualified teachers Nursery unit

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	18

#### Education support staff Nursery unit

Total number of education support staff	2
Total aggregate hours worked each week	65

Average class size:	21.6
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### FINANCIAL DATA

Financial year:	98/99
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	£
Total income	487,890
Total expenditure	489,704
Expenditure per pupil	2,377
Balance brought forward from previous year	37,199
Balance carried forward to next year	35,385

## PARENTAL SURVEY

Number of questionnaires sent out:	224
Number of questionnaires returned:	25

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44	56	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	68	28	4	0	0
The school handles complaints from parents well	42	58	0	0	0
The school gives me a clear understanding of what is taught	42	58	0	0	0
The school keeps me well informed about my child(ren)'s progress	67	25	8	0	0
The school enables my child(ren) to achieve a good standard of work	38	62	0	0	0
The school encourages children to get involved in more than just their daily lessons	25	63	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	50	4	13	0
The school's values and attitudes have a positive effect on my child(ren)	52	44	4	0	0
The school achieves high standards of good behaviour	46	54	0	0	0
My child(ren) like(s) school	72	24	4	0	0