

INSPECTION REPORT

ELMWOOD INFANT SCHOOL

Croydon, Surrey

LEA area: Croydon

Unique reference number: 101721

Headteacher: Mrs Chris Jones

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 26th - 29th November 2001

Inspection number: 192841

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------------|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 3 – 7 years |
| Gender of pupils: | Mixed |
| School address: | Lodge Road Croydon |
| Postcode: | CRO 2PL |
| Telephone number: | 020 8689 7681 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr Paul Dancy |
| Date of previous inspection: | 17 th March 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------------|----------------------|---|--|
| 21334 | Miss Savi Ramnath | Registered inspector | Information and communication technology Geography | What sort of school is it? How high are standards? How well are pupils taught? (a) The school's results and pupils' achievements |
| 13807 | Mrs Chris Haggerty | Lay inspector | | How high are standards? (b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 10270 | Mrs Sandra Teacher | Team inspector | Mathematics Physical education Religious education | Special educational needs Equal opportunities |
| 31029 | Mr Peter Thrussell | Team inspector | Science History Design and technology | |
| 30669 | Mrs Margaret Sandercock | Team inspector | English Music | How well is the school led and managed? |
| 1193 | Ms Gill Wiles | Team inspector | Foundation Stage Art and design English as an additional language | How good are the curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Elmwood is a very large infant school for pupils aged between three and seven and with an off-site Nursery of 52 children who attend part-time. There are currently 404 pupils on roll with four classes of the same age in each year group. Most pupils live in the immediate locality. Overall, the attainment of children who are admitted to the Nursery represents the full ability range and is average overall. Nearly half the children who enter the Reception class have not been to the school's Nursery and a small minority have not had any pre-school experience. The school has a rich diversity of cultures, faiths and languages, which reflects the composition of the community in which it is based; Approximately 76 per cent of the pupils come from ethnic minority backgrounds and a significant number of these pupils come from homes where English is not their first language. The school has identified 62 per cent of these pupils as needing additional support in English and with the majority in the early stages of learning English. This is very high when compared with the national average. The percentage of pupils known to be entitled to free school meals, at 34 per cent, is above the national average. Thirteen per cent of the full-time pupils are on the register of special educational needs, two of whom have statements setting out the specific provision to be made. This is average for schools of this size. Since the last inspection there has been a significant turnover of staff, including the headteacher, recruitment being a problem.

HOW GOOD THE SCHOOL IS

This is an improving school with many good features and some requiring attention. The headteacher is new in post and has made a good start in identifying strengths and development needs and has appropriate plans to move the school forward. Parents like the school and all staff work well together and share a commitment to further improvement. Teaching is good in the Foundation Stage¹ and Year 1. It is satisfactory in Year 2. Although standards are still below national expectations in English and science by the age of seven, they are improving but are not yet reflected in test results. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- The children in the Nursery and Reception classes receive a good start to school in all areas of learning.
- The headteacher, a hard-working staff and supportive governing body share a commitment to improving educational standards.
- Pupils have good attitudes and are well behaved; relationships throughout the school are warm, caring and supportive.
- The school promotes a high degree of harmony and friendship between pupils of diverse cultural backgrounds.
- There is good provision for pupils' social and moral development. Pupils are encouraged to relate well to one another and to know right from wrong.

WHAT COULD BE IMPROVED

- Standards in English, mathematics and science.
- The consistency in the quality of teaching.
- The content and organisation of the curriculum.
- The use of assessment information to raise pupils' achievement, especially that of higher attainers.
- The identification of pupils with special educational needs.
- The attendance levels which are below national averages, and punctuality.

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

¹ Foundation Stage: education before pupils enter Year 1, i.e. in the Nursery and Reception classes.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then, there has been a period of instability due to turbulence in the leadership and staffing. Consequently, many pupils experienced considerable disruption and discontinuity in teaching, which led to a sharp fall in standards in English, mathematics and science and in a number of other subjects. Although overall improvement since the last inspection has been unsatisfactory, the school has made satisfactory progress in the areas of improvement noted in the last inspection. Action has been taken on all key issues although not all aspects have been fully dealt with. Schemes of work are now in place for all subjects. However, the quality is inconsistent and not all provide useful guidance to support teachers' planning. A child protection policy is in place and pupils are well cared for. Strategies for managing inappropriate behaviour are effective and consistently applied. As a result, most pupils are well behaved. The systematic monitoring of teaching and learning remains unsatisfactory and as a result teaching is inconsistent across the school. This is partly due to the fact that many subject leaders are new to their post as well as to the school. Despite the increased focus on writing, more remains to be done to improve standards. The quality of teaching has improved, with a much higher proportion of good or better teaching and the school now has stability in leadership and teaching staff. The headteacher is aware of the need for further progress and is in a strong position to achieve this. She has the commitment of staff and the support of governors.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores¹ in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| Reading | E | E | E | E |
| Writing | E | E | E | D |
| Mathematics | E | D | D | C |

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

In the 2001 National Curriculum tests for seven year olds, the school's results were well below the national average in reading and writing and were below national averages in mathematics. In comparison with schools with the same proportion of pupils who are eligible for free school meals, the pupils' performance was well below the national average in reading, below average in writing and average in mathematics. The teachers' assessment in science showed that pupils' performance was below average when compared with all schools as well as with similar schools. Although test results at the end of Year 2 indicate that boys do not perform as well as girls, inspection evidence shows little difference in their performance. The school's targets were exceeded in 2001 and targets are currently being set for 2002. Over the last four years, results in reading, writing and mathematics have been consistently below national averages. Several factors, including turbulence in the leadership, weak teaching, unsatisfactory attendance and lateness, contribute to this. A substantial number of pupils do not have sufficient command of English to achieve their full potential when the tests are taken. Consequently, results in mathematics are better than those in reading and writing.

¹ Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

Children in the Foundation Stage make good progress because of the good teaching, so that most are on target to reach the standards expected in nearly all areas of learning by the time they enter Year 1. Many exceed expectations in their early mathematical development. However, their speaking skills remain below the expected standards.

In work seen during the inspection, standards by the end of Year 2 in English and science are still below national expectations, although they are slightly better than indicated by the National Curriculum test and task results for 2001. In all other subjects most pupils reach the expected standards, except in history where they are below expectations. There was insufficient evidence of work to make secure judgements about standards in geography. In religious education, standards meet the requirements of the locally agreed syllabus at the end of Year 2.

Pupils of average and below average ability make satisfactory progress, but more able pupils are not doing as well as they could. They need more challenging work. Pupils with special educational needs and those at the early stages of English language acquisition achieve satisfactorily and make good progress where support is well targeted and where teaching is good. Although the school has plans in place to meet the needs of pupils identified as gifted, the needs of higher attaining pupils are not always met.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. Pupils like coming to school and in lessons most show enthusiasm and are keen to learn and find out more. |
| Behaviour, in and out of classrooms | Pupils' behaviour, including that of the youngest children is good. Most pupils behave consistently well in lessons, assemblies and around the school. Pupils are polite, friendly and welcoming. |
| Personal development and relationships | Good. Pupils are willing and able to take responsibility when opportunities are provided. They work and play together in a caring and friendly way, and racial harmony is very good. Pupils get on well with the staff and with the other pupils. |
| Attendance | Unsatisfactory. In spite of satisfactory monitoring, many pupils do not attend school regularly and are often late at the start of the day. This disrupts the start of the school day and affects their learning. |

Pupils' good behaviour and attitudes make a significant contribution to the life of the school. They follow established routines well, show care for the school and have a good understanding of right and wrong. Attendance is below the national average.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 |
|-------------------------------|------------------------------|--------------------|
| Quality of teaching | Good | Satisfactory |

The overall quality of teaching is satisfactory. Teaching has improved since the last inspection. There are more examples of good and very good teaching and far fewer examples of unsatisfactory teaching. A small minority of lessons were unsatisfactory. The quality of teaching and learning varies: it is good in the Foundation Stage and Year 1, and satisfactory in Year 2.

Overall, the teaching of English is satisfactory but with examples of good and very good practice. This is partly due to the implementation of the National Literacy Strategy. The teaching of mathematics and science is satisfactory but pupils have too few opportunities to apply their learning to real situations. Although the teaching of information and communication technology (ICT) is good in Year 1 pupils do not make sufficient use of computers in other subjects of the curriculum.

A consistent strength of the teaching across the school is the good relationships teachers have with pupils. Teachers' subject knowledge in most subjects is sound. This enables teachers to challenge pupils' interest. Questioning techniques and good management of the class help to improve the quality of pupils' learning. Where teaching is unsatisfactory, the purpose of the lesson is unclear. Planning and tasks take insufficient account of previous learning and the pace of the lessons is slow. Consequently, learning is affected. The teaching and support of pupils with special educational needs and those at the early stages of English language acquisition are well met in lessons when support is provided. Where the teaching is very good, higher attaining pupils are well catered for.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | Unsatisfactory in Years 1 and 2. The curriculum is broad but not well balanced, as some aspects history, geography and design and technology are not taught and statutory requirements for these subjects are not met. Children in the Foundation Stage receive a good curriculum based on the areas of learning recommended for their age. Good use is made of the local area and visits to enhance the curriculum. |
| Provision for pupils with special educational needs | Satisfactory. Systems and procedures for identifying and placing pupils on the register of special educational needs are underdeveloped. Learning support staff make a good contribution. In some lessons, the needs of pupils are not always met when specialist help is not provided. |
| Provision for pupils with English as an additional language | Overall satisfactory. Effective support leads to very good progress for pupils who receive targeted support. However, not all class teachers are fully aware of the needs of these pupils and do not always make appropriate provision for them when specialist support is not available. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Good overall. Good role models and a clear code of behaviour ensure that pupils develop a secure understanding of moral responsibilities and behave well. Opportunities for pupils to develop their social skills are good. Satisfactory provision is made for pupils' spiritual and cultural development. |
| How well the school cares for its pupils | Good. Arrangements for child protection, first aid and health and safety ensure pupils' welfare is well provided for. Pupils' behaviour is well monitored. Satisfactory assessment procedures are in place. However, the information gathered is not well used to help in planning the next stage of learning and to challenge higher attainers. |

The school does not teach all aspects of the National Curriculum in some subjects. Although the school provides a supportive environment, the use of assessment information is unsatisfactory. The school has established satisfactory links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher has a commitment to raising standards and has established a very positive climate for learning in the school. A dedicated team of teachers work well together, sharing responsibilities. Co-ordinators need to extend their role in developing their subjects and raising standards. |
| How well the governors fulfil their responsibilities | Satisfactory. Governors are very supportive of the headteacher. Many are new and do not yet have a clear understanding of the school's strengths and weaknesses. Their role in monitoring the curriculum and the work of the school is developing. |
| The school's evaluation of its performance | Overall unsatisfactory. Although the school evaluates its performance well in a development plan and prioritises the areas for improvement, insufficient use is made of statistical data to target support where it is most needed. Procedures for monitoring, evaluation and development of teaching are unsatisfactory. |
| The strategic use of resources | Good. Educational priorities are supported through good financial planning. The principles of best value are applied well in order to make good use of the financial resources available. |

There are sufficient teachers and support staff to support pupils' learning effectively. Overall, the accommodation is adequate. However, library facilities are limited. Learning resources are good in a number of subjects, but are unsatisfactory in history and geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <p>Parents are pleased with all aspects of the school, but they are especially content that</p> <ul style="list-style-type: none"> • their children like school and their behaviour is good; • the school has a positive effect on their children's values and attitudes; • the school helps their children to become mature and responsible; • the teachers are a dedicated team; • the staff are approachable. | <p>A significant minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> • having too little information about what is taught and how well their children are progressing; • the amount and regularity of homework given to children not being consistent; • the range of activities outside lessons. |

Inspectors' judgements support the positive comments of the parents who attended the pre-inspection meeting and the views expressed in the parents' questionnaire. The inspection team supports parents' concerns about the limited information provided about the curriculum. Whilst the information provided about pupils' progress is satisfactory, the school agrees it must explore ways of improving this. There has been some inconsistency in the implementation of the homework policy and the school is working hard to address this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the school was last inspected in 1997 standards for seven year olds met national expectations in all subjects except geography and art and design, which were above expectations. In the years following the inspection, results of national tests and teacher assessments fluctuated and since 1998 standards have remained below the national averages in reading, writing, mathematics and science. The decline in standards is partly because of the turnover of staff, including the post of headteacher, and unsatisfactory provision. This has affected pupils' learning and the standards they attain, more so for pupils currently in Year 2. However, since the appointment of the new headteacher in April 2001, a high level of teamwork has been established and staff share a commitment to improving standards. Several initiatives have been put into place to raise levels of attainment. These include the appointment of permanent teachers and additional support staff, the implementation of schemes of work, the establishment of an ICT suite and the implementation of the National Literacy and Numeracy Strategies. Despite the beneficial effects of these on standards, the tasks provided in some lessons do not always challenge the higher attaining pupils. Although standards are rising from the Foundation Stage upwards, there are two main factors which adversely affect standards and progress:
 - low rates of attendance and persistent lateness by a significant minority of pupils;
 - an above average number of pupils in all classes not yet fully fluent in English.
2. There is a wide range of attainment among children who join the Nursery. Overall, their attainment on entry is quite varied and similar to that found in most schools, though in language and communication, many children do not do as well. Not all the children who enter the Reception classes have had Nursery or pre-school experience. Children achieve well. They receive good quality teaching in the Nursery and Reception classes and make good progress so that by the end of the Foundation Stage¹, they exceed the expectations for their age in personal, social and emotional development and are well on their way to reaching the nationally agreed Early Learning Goals for children of their age in the other areas of learning. Overall, children are well prepared for the National Curriculum in Year 1 in all areas of learning except in their speaking skills which are lower than expected.
3. Current work shows that standards at the end of Year 2 are at the level expected nationally in mathematics. In English, standards are slightly better than those reported in the last year's national test, but are still below the national expectations. Improvements have taken place because the school has successfully implemented the National Literacy and Numeracy Strategies and has targeted additional support to help raise standards in writing. In science, standards are below expectations partly because teachers' planning does not take enough account of previous learning and pupils have too few opportunities for investigative work. In the majority of other subjects, standards are in line with the levels expected nationally. The exceptions are in history where standards are below the levels expected and in geography where there was insufficient evidence to make a secure judgement about standards. In religious education standards are in line with the recommendations of the locally agreed syllabus. Overall, pupils' achievement is good in Year 1 and satisfactory in Year 2. This is linked directly to the quality of teaching. However, overall standards are affected because work

¹ Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development

is not always well planned to meet the needs of pupils of different abilities. There are some examples of good practice of teachers providing different levels of work to suit different abilities but this is not consistent and, as a result, higher attaining pupils do not always make the progress of which they are capable.

4. In the 2001 National Curriculum tests for seven year olds, the school's results showed that standards, as measured by average points score², were well below the national average in reading and writing and below the national average in mathematics. When results are compared with those of schools with a similar proportion of pupils eligible for free school meals, they were well below average in reading, below average in writing and average in mathematics. Since 1998, although standards have fluctuated, they have remained well below the national average in reading and writing and below average in mathematics. There are no statutory tests in science at the end of Key Stage 1; assessment is carried out by the teacher. These showed standards below the national average at the expected Level 2 and well below average at the higher Level 3. When compared with schools with a similar intake, results are more favourable and are average at the expected Level 2 and below average at Level 3. There has been some variation in results between boys and girls at the end of Year 2. Boys do not perform as well as girls. The school makes no overt distinction in the curriculum that would disadvantage boys and is aware that a higher percentage of boys are in the lower attaining groups and that it is a matter that needs attention. One pupil has been identified as gifted and satisfactory measures are in place to meet his needs.
5. The school has made a satisfactory start in analysing test results and the information is used effectively to address weaknesses. For example, the decline in standards in writing was addressed with additional support and focus on writing. As a result, standards at the end of Year 2 for 2001 have improved in writing. Although the performance of pupils from different ethnic groups is analysed by the local education authority, insufficient use is currently made of this information. Plans are in hand to make greater use of statistical data and to set targets in an effort to continue to raise standards of all pupils including Black Caribbean and Black African pupils who are not doing as well as they should. The school had set realistic targets for the end of Year 2 for 2001 and these were exceeded.
6. From Year 1, pupils are beginning to apply their literacy and numeracy skills in design and technology, and ICT and this is helping to improve standards. They measure and draw accurately for their designs and are introduced to relevant vocabulary for the study of subjects such as science, art and design, music and ICT. Although opportunities overall are satisfactory, there is no consistent planning to indicate opportunities for pupils to develop and apply their literacy and numeracy skills in other subjects. This is essential if teachers are to raise standards. In the main, opportunities are lacking for pupils to develop their ICT skills in other subjects.
7. The standards seen in pupils' work in nearly all aspects of English are below what is expected nationally at the end of Year 2. Pupils' listening skills are better than their speaking skills. Most pupils listen attentively to teachers' explanations and instructions, respond appropriately to questions, and many confidently and articulately express opinions. Despite this there are too few planned opportunities for pupils to practise and extend their speaking skills across the curriculum and not all teachers allow sufficient time for those with less well developed skills to think about what they want to say before speaking. Some Year 2 pupils read reasonably fluently but the level of skills is below what is usually found. Many pupils have yet to acquire the necessary range of skills to read expressively and with clear understanding of what they have read. Standards in writing are currently below the expected levels by the end of Year 2. Not enough pupils reach high enough standards in their writing This is because the skills pupils learn in the literacy sessions are not being developed further in other subjects and higher

² Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

attaining pupils are not being challenged sufficiently to write extensively or use words imaginatively to enhance their work. Standards in spelling are satisfactory and many pupils spell simple words correctly. Standards in handwriting practice and for display work are sound. However, presentation of written work in other subjects across the school is inconsistent and often untidy.

8. In mathematics, standards at the end of Year 2 are at the expected levels. The implementation of the National Numeracy Strategy has placed greater emphasis on teaching number and as a result many pupils by the end of Year 2 have a good grasp of numbers. They add and subtract numbers to 20 and beyond, begin to understand place value, identify odd and even numbers and accurately order numbers to 100. Although most pupils are working at an appropriate level in lessons, there is room for more demanding work to extend the higher attaining pupils. ICT makes too little contribution to attainment and achievement in mathematics and pupils have too few opportunities to investigate, experiment and solve mathematical problems
9. In science, standards at the end of Year 2 are below the level expected nationally. This is because teachers' planning does not take enough account of previous learning and, in particular, higher attainers are not sufficiently challenged. Pupils now have more opportunities for investigative work in science but these are still limited. In Year 2, pupils' current work shows that they can confidently build simple circuits, and understand the role of batteries, wires and bulbs in making an electric circuit and that a circuit will not work if it has a break in it.
10. In ICT, standards are similar to those expected nationally at the end of Year 2. The ICT suite and staff enthusiasm are helping to raise standards. In Years 1 and 2, most pupils are familiar with the computer keyboard; they use the cursor, number and letter keys and the mouse for selecting an icon and for moving items around the screen. They word process sentences onto the computer, delete and insert letters, and some use upper and lower case type with accuracy. However, pupils have too few opportunities to use the computer to support other areas of their learning.
11. In religious education, standards are in line with the requirements of the locally agreed syllabus by the end of Year 2. Older pupils understand the importance of the festivals such as Hanukkah to Jews and Divali to Hindus. Pupils in all classes are made aware of different religions, sometimes through special occasions or comparisons, and learn to appreciate their similarities and differences.
12. Most pupils generally achieve standards in line with expectations in art and design, physical education, design and technology and music at the end of Year 2. Teachers have a secure understanding of these subjects and they are supported by schemes of work which provide helpful guidance when planning. In history, not enough time is allocated to teaching and all aspects and, as a result, standards are below expectations. There was insufficient evidence to make a secure judgement about standards in geography.
13. Pupils with special educational needs make satisfactory progress in line with their ability. Better progress could be made if they received more targeted support, which was more closely related to their specific needs.
14. Pupils for whom English is an additional language (EAL) receive specialist support, make good progress and attain standards that are comparable with other pupils in the school once they have achieved a reasonable level of competence in English. The good progress made by these pupils results from their positive attitudes to learning which are encouraged by the school's positive ethos. The collaboration between class teachers and the teacher funded through an Ethnic Minority Achievement Grant (EMAG)³ is effective in promoting the progress

³ EMAG -additional funds from the government to assist schools in their work to address underachievement and to make special provision to enable pupils from minority ethnic communities to access the curriculum.

of targeted pupils. However, their needs are not always met when support is not provided because work is not always sufficiently adapted. Many of these pupils have difficulty with specific and technical vocabulary and teachers' plans do not always identify the vocabulary linked to the subject. As a result, learning is sometimes limited.

15. Pupils of different abilities and ages do not all make as much progress as one another. Pupils with average and above average ability, especially in Year 2 are not doing as well as they could. This is because assessment information is not used to plan work to meet the needs of pupils of different abilities. As a result, pupils do not always achieve as well as they might. Where teaching is good, these pupils are often given extension work, but in other lessons they have too little opportunity to extend their skills, knowledge and understanding by, for example, pursuing ideas independently. There is little difference in the performance of boys and girls. The school has identified one pupil on its register of gifted and talented pupils. A draft policy and action plan is in place to meet the needs of this pupil.

Pupils' attitudes, values and personal development

16. Overall the attitudes, behaviour and personal development of pupils are good; their relationships are very good. This is similar to the last inspection and has a positive effect on the quality of life in the school.
 17. Children in the Foundation Stage have made a good start with their with their personal, social and emotional development. They have quickly settled into the life of the school, behave well and show a good enthusiasm for their learning. This positive attitude stands them in good stead as they move up through the school
 18. Pupils in Years 1 and 2 enjoy coming to school; they take part in group activities with enthusiasm, responding well to the very skilful questioning by teachers. Pupils have positive attitudes to learning. Generally they concentrate well for appropriate lengths of time, particularly when involved with practical activities such as drawing a building and the people who work in the building as part of geography. On occasion, when the teacher's directions are not sufficiently clear, pupils do not always settle to their task quickly and the noise levels tend to rise. But pupils generally listen intently and persevere when tasks are challenging to achieve an acceptable standard. In a very few lessons where there is a lack of pace or the task is not challenging, the attention of pupils sometimes wanders.
 19. The behaviour of pupils in and around the school is good. Pupils are polite, inquisitive, friendly and welcoming to visitors and the school operates as an orderly community. Pupils' behaviour in the dining hall is good and there is a nice social atmosphere. Behaviour in the playground is also good; boys and girls play together sensibly and safely. Parents regard the behaviour of pupils as good and say that bullying is not an issue. No incidents were observed during the inspection and any instances of bullying or similarly unacceptable behaviour are taken seriously by the school. Pupils report that they feel safe in school and that staff are always ready to help them. Pupils handle their books and resources carefully; one pupil complained that her reading book was very old and had pages missing. Behaviour during assemblies is very good. Pupils line up quickly and move through the school quietly. The improvement in the pupils' behaviour since the last inspection is reflected in the reduction of exclusions. There has been one fixed term in the last academic year. At the time of the last inspection eight fixed term exclusions were recorded.
 20. Pupils' have a well-developed sense of responsibility and show initiative in helping others, for example as 'playground buddies'. However, in lessons there are too few opportunities for pupils to take responsibility for their work and this limits their progress. Where there are
-

opportunities, seen, for example, in a Year 2 design and technology lesson, pupils respond well and demonstrate a good level of independence.

21. The relationships within the school are very good. There is a secure and relaxed atmosphere in the school and relationships between pupils and all the adults who work in the school are very good. The racial harmony within the school is very good. Pupils co-operate well with each other in pairs and in small groups; for example, during a mathematics lesson, pupils' discussed their calculations and helped each other to solve mathematical problems. The very good relationships in the school are based upon mutual respect and have a positive effect on the teaching and learning which takes place in the school.
22. The majority of pupils attend school regularly and this has a positive effect on their progress and attainment. But there are too many holidays in term time and this is having a significant impact on the school attendance figures. The attendance of pupils is below the national average and is well below the attendance figure reported in the last inspection. This is unsatisfactory. The low unauthorised absence figure is due mainly to the previous school policy of authorising all holidays taken in term time. Poor attendance has a negative effect on the progress and attainment of those pupils who miss school.
23. There is a significant amount of lateness, which the school is trying to address. However, during the inspection it was noted that some parents are by-passing the learning support assistant who is monitoring the late arrivals. Registrations are generally carried out efficiently, but the late arrival of some pupils is disrupting the start of some lessons. Overall, unsatisfactory attendance and persistent lateness are disruptive to pupils' education.

HOW WELL ARE PUPILS TAUGHT?

24. Although the quality of teaching is satisfactory overall, it is good in Year 1 and in the Nursery and Reception classes. Of the lessons seen, teaching was very good in 22 per cent, good in 34 per cent and satisfactory in 39 per cent. Five per cent of teaching was less than satisfactory. The quality of teaching has improved since the last inspection, when 10 per cent was very good or better whilst 14 per cent was less than satisfactory. Teaching is better in the Foundation Stage and Year 1 classes, where 63 per cent of the teaching was good or very good, compared with 42 per cent in Year 2. The improvements in teaching are due to the stability in the leadership, shared commitment to raising standards and the introduction of the National Literacy and Numeracy Strategies. The recently appointed headteacher is aware that the current satisfactory teaching in Year 2 is not strong enough to raise the pupils' levels of attainment to the national expectations for their ages, as many of them have had unsatisfactory provision in the past. Plans are in place to address the weaknesses identified.
25. In English, mathematics and science, the teaching is at least satisfactory. Music teaching is good throughout the school whilst the teaching of geography and ICT is good in Year 1. Teachers are now more confident in the teaching of ICT than at the time of the last inspection, and the forthcoming training programme is likely to raise staff confidence and competence still further. No judgement is made about the quality of teaching in history in both year groups and in geography in Year 2 as there was insufficient evidence to make secure judgements. In all other subjects teaching is satisfactory. Whilst teaching is broadly satisfactory, some weaknesses remain, notably in planning for the different abilities. As a result, some pupils, particularly the higher attainers, do not always achieve as well as they might.
26. The teaching of children in the Nursery and Reception classes is good. Teachers are sensitive to the needs of children and provide a very caring environment. Relationships and behaviour are very good. Teachers make good use of teaching assistants to work with, and support, small groups. Staff provide good support to children who have learning difficulties and those for whom English is an additional language, and these children achieve well. Activities are well

organised and there is a good balance between child-initiated and adult-led work. Teaching methods are effective and learning resources are used successfully so that children are interested and progress well. As a result, children achieve well and are on course to attain the Early Learning Goals by the time they enter Year 1. Many exceed them in personal development and early number work. However, their speaking skills remain below expectations.

27. The implementation of the literacy and numeracy strategies is satisfactory overall. The majority of teachers have a sound knowledge of the National Literacy and Numeracy Strategies and use the methods of these strategies appropriately and effectively. A significant minority, however, have less secure knowledge of these strategies and need further training. The weakness areas are the length of the literacy sessions, which are sometimes too long, and the lack of mental mathematics sessions at the start of each numeracy lesson. The teaching of reading is sound. Pupils learn how to tackle unfamiliar vocabulary and an emphasis is placed on ensuring that pupils understand the text. The school provides many opportunities for pupils to read individually, and parents support their children's reading through the homework policy. Although the teaching of writing skills is satisfactory and pupils learn to form letters, write sentences and punctuate their work, too few opportunities are provided for them to write extensively. Tasks set for the majority of pupils are at an appropriate level; however, pupils who are higher attaining are not always challenged sufficiently. There are insufficient opportunities for pupils to develop problem-solving and investigative skills in mathematics and science. In design and technology, mathematical skills are sometimes incorporated into lessons, but all pupils, especially higher attainers, are not always provided with opportunities to apply the skills they learn in literacy, numeracy and ICT consistently across all areas of the curriculum.
28. Teachers' subject knowledge varies in the different year groups. In Year 1, it is good in most subjects and is used well for planning and to explain ideas clearly, to lead effective discussions and to extend pupils' understanding. This was well demonstrated in a science lesson where the teacher's very clear teaching of the properties of different materials led to active discussion on which materials let light through. Pupils consequently showed very good understanding of the properties of different types of paper and made good progress in their investigative skills. Appropriate scientific vocabulary, was introduced and new words, such as 'transparent', 'translucent' and 'opaque', were clearly explained to pupils in the early stages of English language acquisition. In a Year 2 art lesson, the teacher made very good use of her knowledge of the techniques used by William Morris to demonstrate repeating patterns. As a result, pupils learnt at a better than expected rate because the teacher had such a wealth of information for them to draw on.
29. Lesson planning has improved since the last inspection and has benefited from action on the key issue to implement schemes of work in all subjects. Since then the school has adopted the optional national schemes of work for subjects other than English, mathematics and physical education and this has assisted the planning process and has helped to ensure a whole-school approach. However, there is still room for improvement. The best and most detailed planning is prepared for the literacy and numeracy sessions and follows national guidelines. Most plans clearly show what is to be taught and learned and identify the provision for pupils of nearly all abilities. For example, in a very good literacy session in Year 2 on creating 'mood' words linked to the text *The dark, dark, tale*, the work was well matched to the needs of all pupils, including those with special educational needs and with English as an additional language. Where teaching is less effective not enough use is made of information on how well individual pupils are doing to tailor activities more closely to pupils' prior attainment. Short-term plans, in subjects other than English and mathematics, do not always take account of the differing ability levels in the class nor give a clear indication of the levels that different groups of pupils should attain. Consequently, the same work is often set for all pupils, and higher attainers are not always sufficiently challenged. Although extension work is sometimes provided in subjects other than English and mathematics to extend the potential higher

attainers, it does not always provide them with opportunities to think in more challenging ways. The needs of pupils with English as an additional language and of pupils with special educational needs are not routinely included in the lesson plans. As a result the needs of these pupils are not always met when support is not provided.

30. The pupils are well managed, an improvement since the last inspection. The very constructive relationships between staff and pupils enhance the successful teaching. Teachers apply suitable sanctions consistently, so that the pupils respond positively, and a good climate for work results. In the majority of lessons, teachers give strong encouragement and praise to all pupils, taking care to acknowledge the efforts and successes of pupils who have special educational needs or English as an additional language. The very good relationships that exist lead to the willingness of pupils of all abilities to participate and to take risks. For example, a teacher of a Year 1 geography lesson very skilfully used the 'hot-seat' technique to increase pupils' understanding of the role of the different people in the community, whilst pupils at the early stages of English language acquisition in Year 2 felt confident enough to talk about the design of their coat for teddy, using appropriate vocabulary.
31. Teachers' expectations of work vary. Overall, although teachers have high expectations of average and lower attaining pupils, they do not always have high enough expectations of higher attaining pupils. When expectations are high, pupils respond well to this and are keen to do their best, as they did in a Year 1 literacy lesson on writing poems with a repeating pattern. The teacher's clear expectations were shared with the class and, after a lively start, the pupils undertook a variety of activities which were carefully planned to meet the needs of the pupils in the class. The result was that the pupils made good progress and were pleased with what they had learned.
32. The teachers' use of questions to find out what their pupils know at the beginning, during and at the end of the lesson is good. Using their good knowledge of pupils, most teachers match questions well to different attainment levels as well as to levels of competency in English language skills. Teachers also make good use of the end of lesson discussions to review what has taken place during the lesson and to assess how well the pupils have got on. Very good examples were noted during a science lesson in Year 2, where the teacher's effective questioning at the end of the lesson on electrical circuits helped pupils to consolidate what they had been taught while it was fresh in their minds. Pupils were eager to share their new knowledge and skills and this consolidated their learning effectively, as well as showing the pupils that they had made progress. However, this information is not used sufficiently to help plan what pupils should learn next and to challenge the higher attainers.
33. A few parents are critical of the inconsistent way homework is provided throughout the school. The school is working hard to address this. Overall, the use of homework to support and extend the pupils' learning is satisfactory. The school's concentration on the development of early reading skills is successfully promoted from Reception where the pupils take books home to read with their family. The amount and variety of homework increase as the pupils get older and provide a good extension to the activities taking place in the classroom. The marking of pupils' work is inconsistent. Although work is regularly marked, little written advice is provided to let pupils know how they could improve their work. Often, pupils have little understanding of what they need to do to improve.
34. Teachers use a range of activities and methods to interest and involve pupils in their learning. In literacy and numeracy they are generally well thought out to match both the subject content and the needs of the pupils. This was well demonstrated in a Year 1 literacy session where the number of pupils at the early stages of learning English was very high. In this lesson, very good use was made of puppets and other visual aids to bring the story of *Good Night Owl* alive for pupils. Where teaching is good, the pace is brisk and this helps to keep levels of challenge and pupils' work rate high. However, in a few lessons, where the time slots for lessons are too long or the pace of the lesson slows, concentration slips, and pupils become restless and cover

less than they should. Teachers generally prepare lessons well and mostly have a good regard for making appropriate resources readily accessible. Available support staff are generally well deployed to focus support on particular pupils, helping them in the main part of the lessons. However, they are not always used effectively during the first and final parts of the literacy and numeracy lesson where they sometimes spend too long as merely passive observers. The use of computers to supplement or extend work in all subjects of the curriculum is underdeveloped.

35. The teaching of pupils learning English as an additional language and receiving targeted support in small groups is good. Most teachers take account of the bilingual profile of their class and take care to make meanings clear for pupils with English as an additional language. In the good lessons, teachers adapt their teaching informally to enable pupils with English as an additional language to take part in lessons, and all adults in the classroom give extra help to these pupils whenever they can. However, not all teachers have sufficient knowledge and understanding of strategies to support these pupils at all times.
36. In the few instances where teaching was unsatisfactory, a lack of clear planning was sometimes compounded by teachers not properly explaining work to be done during the introductory session. Pupils remained unclear about what they were to do and what was expected of them. In other instances, teachers lack sufficient knowledge and understanding of the literacy strategy to enable them to teach the subject effectively. As a result, progress is limited. There is insufficient challenge for higher attaining pupils so that learning is not as secure as it should be.

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

37. The implementation of the school's curricular aims is satisfactory overall. It is good in the Foundation Stage where planning is broadly based, balanced and relevant. In Years 1 and 2, planning incorporates the need for relevance but there are weaknesses in the breadth and balance of the curriculum. Aspects of mathematics and science relating to using and applying mathematics and scientific enquiry are not sufficiently addressed. The school's allocation of time given to different subjects is broadly in line with national recommendations but does not match the provision made in some teachers' timetables. For example, in English and mathematics, lessons exceed the recommended time. As a result, insufficient time is made available for other aspects of the curriculum and the statutory requirements for history, geography and design and technology are not fully met. Also, these subjects are taught in blocked units of time that are of inadequate length overall for all the aspects within each subject to be taught effectively.
38. The curriculum for the Foundation Stage is good. It is well planned and children make good progress. The school makes good use of the new guidance for children of Nursery and Reception age and appropriate use is made of guidance from the Qualifications and Curriculum Authority to implement the National Curriculum in Years 1 and 2. However, these have not been adapted sufficiently to meet the needs of all pupils.
39. Teachers' planning procedures are thorough and planning is detailed but provision to meet the targeted needs of individual children, such as higher attainers and those who are on the register for special educational needs, is not consistently included. Planning to meet the needs of those identified by the school as being at an early stage in the acquisition of English when they are not being supported by specialists is a missing element.
40. Overall, provision for pupils with English as an additional language is satisfactory. It is good for those at the early stages of learning English who receive targeted support. The support provided by specialists in teaching pupils with English as an additional language is good and

enables pupils to make good progress. They plan effectively and base their planning on a rigorous assessment of needs. Appropriate systems are in place for the provision of pupils with special educational needs but there are some unsatisfactory elements in the identification of needs and the review of individual educational plans. Collective worship requirements are met and planning for religious education conforms to the locally agreed syllabus.

41. The implementation of the National Literacy and Numeracy Strategies is broadly satisfactory but with some inconsistency of application in the inclusion of mental recall in numeracy and of the end of session discussion in literacy. There are satisfactory opportunities to apply and develop pupils' literacy and numeracy skills across the curriculum.
42. Equality and access to the curriculum are unsatisfactory. This is because the needs of all pupils are not always met. There are no significant differences in the achievements between boys and girls but an important omission is the provision for higher attaining pupils who are not always sufficiently challenged in lessons. As identified in the previous inspection report, work is still not being suitably adapted for pupils of different abilities. Although teachers in Years 1 and 2 plan for different ability groups in some subjects, the specific needs of pupils with special educational needs and those at the early stages of language acquisition are not always taken sufficiently into account. One pupil has been identified as gifted and talented in mathematics and a programme has been devised for him, which is in the early stages of development.
43. Provision for the development of personal and social relationships is good. The school has made a good start to meet the new requirements for citizenship. There is an effective programme for personal, social and health education that includes sex education and the misuse of drugs. There are constructive relationships with the junior school next door. Year 2 pupils have a chance to mix with Year 3 classes as part of their 'Golden time' project and a 'playground buddy' system is in operation at lunchtime whereby pupils from the junior school help with lunchtime equipment and games. Parents and some governors play an active role in enhancing pupils' learning in classes. They feel well supported and well briefed by staff.
44. Links with the community are satisfactory. Pupils have the opportunity to visit places of interest in the locality and beyond, and occasional visits by members of the community occur which enhance pupils' understanding of the world of work. For example, the local hairdresser visits the Nursery. Pupils' awareness of industrial links was recently increased by opportunities to observe and participate alongside a company that worked on a playground project in the school. However, pupils' standards of attainment in religious education are limited by missed opportunities to enhance learning by planned visits to local places of worship.
45. The contribution made by extra-curricular activities to children's learning is good. The lunchtime choir is popular. There is a recorder club, and a club for mathematics games. There are weekend classes for Asian music and languages, both of which are attended by pupils. Urdu lessons occur after school on one day a week.
46. The overall provision for the development of pupils' spiritual, moral, social and cultural education is good and has been maintained since the earlier inspection. Provision for developing spiritual awareness is satisfactory. Spirituality and respect for the beliefs and customs of others are well promoted through planned assemblies but spiritual awareness does not permeate subjects of the curriculum except in religious education.
47. The promotion of pupils' moral development is strong. The culture of the school is to value and respect what each child has to offer and staff are sensitively aware of how to raise self-esteem through, for example, the strategy of the Golden Book in which pupils are selected for praise and are rewarded for their hard work. They are guided towards a clear view of right and wrong by a clear system of rewards and sanctions. The pupils devise school and class rules and teachers spend time in talking to individuals to enable them to consider their behaviour and its

impact on others. Teachers have high expectations for appropriate behaviour, and school and class routines are expected to be well understood by pupils.

48. Pupils' social development is good. A school council is a recent and popular initiative. Pupils are taught to work collaboratively with each other in small working groups in some lessons. Independence is encouraged through a number of initiatives such as the help given by older pupils to children in the Reception classes. They are expected to help in clearing away practical areas and in organising library books. Teachers plan themes that explore responsibilities towards each other, such as the need for caring and sharing.
49. Cultural education includes a strongly taught multi-cultural element, which effectively promotes pupils' knowledge and understanding of cultural diversity. The languages, religious festivals, foods and customs of ethnic minority pupils are explored with respect and understanding. Parents are invited to share their expertise. For example, Muslim parents organise an Eid party each year in which food is provided and pupils perform. From the community, people are invited to share in, for example, Diwali celebrations where a dancer was invited to perform. Stories are told using the bilingual skills of staff, governors and a retired teacher from the junior school. However, awareness of the culture of other groups is not strongly planned.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. This is a caring school and pupils are looked after well. The school has good procedures to ensure the health, safety, care and protection of all its pupils. This is an improvement since the last inspection.
51. Procedures for child protection and for ensuring pupils' welfare, health and safety are good. This is an improvement since the last inspection. The headteacher is the named person for child protection and has undertaken the appropriate training. The child protection procedures are in line with the local authority guidelines and the school has clear procedures to monitor pupils when there are concerns. However, there is no recent history of staff training on the awareness of child protection issues. The school has an effective policy for 'looked after' children.
52. Health and safety procedures are good. Four members of staff have attended a four-day first aid course. There are clear procedures to deal with any first aid or emergency incidents and to dispense medication. The school makes good use of outside agencies to provide effective support for all their pupils. Police checks are carried out on everyone who works in the school, but the school does not yet comply with new regulations for checks on volunteers.
53. The headteacher has recently introduced procedures to ensure that there are regular risk assessments of the building. Currently there are no outstanding health and safety issues. The school is clean and well looked after. Legal requirements are met with fire regulations and all electrical testing. Pupils are well supervised at all times by a very committed and caring staff, and pupils' records contain a wide range of academic and social information.
54. The school is currently focusing on improving the attendance and punctuality of pupils and has recently brought in new initiatives to bring about improvements. For example, pupils taking extended holidays in term time are now removed from the school's register. This action is meeting with some success in reducing the number of holidays in term time. Although procedures overall are satisfactory and the school has started analysing the data more rigorously, insufficient progress has been made to improve pupils' attendance and punctuality. Plans are in hand to link the attendance and punctuality of pupils to the rewards and sanctions policy and to make first day contact with parents when the school does not know the reason for a pupil's absence.

55. Procedures for monitoring and promoting good behaviour are good. The school policy is comprehensive and clearly identifies what is acceptable and what is unacceptable behaviour; it also includes an anti-bullying statement. The majority of staff are consistent in the application of the behaviour policy and they have high expectations of pupils' behaviour. Most pupils respond well to this and obey the rules. Class rules are negotiated with pupils and reflect the school rules. The school make good use of specialist advisors when there are concerns about a pupil's behaviour and this has led to a significant reduction in the number of exclusions since the last inspection. Class teachers monitor behaviour and the more serious incidents are recorded centrally to ensure careful monitoring.
56. Procedures for monitoring pupils' personal development are satisfactory. Staff use a range of strategies to monitor pupils' personal development, including the weekly 'Golden Assembly'. Pupils take great pride in explaining their work or their project to the rest of the school and in receiving their golden star to celebrate their success. Teachers meet regularly with other members of staff and share information, which ensures effective monitoring is provided for all pupils. Class teachers also keep a record of pupils' medical conditions, likes and dislikes. Personal development is also monitored by sharing information with parents at the regular parents' consultation meetings. There are appropriate strategies in place to support pupils who return after holidays or join the school part way through the year.
57. Pupils with special educational needs receive the provision as outlined in their statements. They are well cared for by the support assistants, who work closely with class teachers. As a result they know the pupils very well. However, the individual education plans do not always have clear and measurable targets, and for the pupils with a statement of educational needs, their individual plans do not always match the requirements of their statements. Although some of the support assistants carry out focused observations of pupils as they work with them, this information is not effectively used to record pupil attainment and inform future planning.
58. Pupils who are at the early stages of English language acquisition are carefully assessed on entry to school so that support can be appropriately targeted. The progress of pupils who receive additional support is regularly monitored and adjustments are made to the teaching programme of the specialist support in light of their progress. However, when specialist support is not provided, work is not always adapted to meet their needs. The performance of these pupils in National Curriculum test at the end of Year 2 has not been monitored by the school.
59. Procedures for the assessment of children on entry to the Nursery and Reception classes are good. Identification of special educational need and English language levels for children who have English as an additional language is undertaken early on.
60. In Years 1 and 2, the procedures for assessing pupils' attainment and progress are satisfactory. Termly progress sheets are filled in for individual pupils, showing the assessed levels reached in English and mathematics. These levels have been moderated in English, but not in mathematics and science. In other subject areas, ongoing assessments are recorded on classroom focus sheets, but often these show the activities that pupils have been involved in and are not sufficiently evaluative. Individual targets are set in English and mathematics, but the monitoring of progress that pupils make towards them is not sufficiently rigorous. Although assessment in English and mathematics helps to determine different ability groups within classrooms and the levels at which pupils need to be working, they are not sufficiently diagnostic in helping to plan appropriate learning activities for these groups. For example, higher attaining pupils do not receive sufficient support in their learning to help them reach their full potential. The results of national testing are analysed, and the school has recognised weaker areas in learning that need particular attention. Results are also analysed by gender,

and the differences in attainment are being considered. However, the information gained is not well used to inform planning or to target further support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The majority of parents who completed the parents' questionnaire are very happy with what the school achieves and provides, but a small number of parents who attended the parents' meeting raised concerns about the lack of consistency between the year groups and classes with homework, information to parents and how the teachers respond to concerns. The inspection team agrees with parents' positive comments. The new head teacher is currently reviewing the quality of information provided to parents to ensure they are kept better informed about standards and the curriculum and is trying to improve the effectiveness of links with them. Although homework is well used to support learning, there is some inconsistency in the application of the school's policy.
62. The liaison with parents of pupils with special educational needs is good. There is daily informal contact with the class teachers and support assistants and parents are involved in the annual reviews of pupils with a statement. There is a good partnership with parents whose children speak English as an additional language. The partnership is forged through good support from the Nursery and Reception classes and is evident in the friendly, open relationships observed between staff at all levels and parents.
63. The school has effective links with parents and the quality of information provided to parents is satisfactory. Procedures for communicating with parents who are not fully fluent in English are satisfactory. Bilingual welfare assistants are attached to each year group and act as translators for parents when necessary. Formal documentation is not readily available in home languages. There are termly parent teacher consultation meetings, and many informal opportunities for parents to discuss with teachers any concerns they may have. There are additional meetings with parents to discuss pupils' baseline assessments and to explain the National Curriculum tests. However, annual reports to parents on their children's progress are often too positive and do not give the National Curriculum levels. Not all reports have targets for improvement and the information on the non-core subjects is often about work covered rather than on what the child has achieved. Information on the core subjects is satisfactory and explains to parents what pupils know and understand, but weaknesses are not always identified. The prospectus and the governors' annual report to parents are informative and meet requirements. The school usually provides parents with advance information on what their children will be studying each term, but there has been a delay this term.

64. The impact of parents' involvement on the work of the school is satisfactory and the contribution of parents to their children's learning at home and at school is good. Parents take advantage of the opportunities that the school provides for them to become more involved in their children's learning. For example, the school organised a very successful Family Numeracy Project and parents were very supportive. There are plans for another project later this term. The school reports that the majority of parents are very supportive of their policies and that parents work hard at motivating their children to learn. This has a very positive effect on the progress and the attainment of pupils. Parents help with homework and with hearing their child read at home. Homework books are sometimes used for an exchange of academic and social information between home and school. The parent teacher association is hardworking and raises a substantial amount of money through fund-raising events and social activities throughout the year. The parent governors are very supportive of the school. A small number of parents help in the classroom and the school is aiming to increase the number of parent helpers in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The headteacher is a good leader. She provides clear direction for the development of the school and has a sound understanding of its strengths, and of what must be done to address the weaknesses. She is well respected by the whole staff, who value the high level of teamwork established in the six months since her appointment, attributing it to her skilled and sensitive leadership. She has established among the staff and governors a shared commitment to raising standards. Coupled with her personal determination to move the school forward, the school is well situated to make further improvement.
66. The equal opportunities policy is in draft form and there is no designated co-ordinator to monitor its effectiveness. However, there are good adult role models in the school including ethnic minorities and male staff. The school's aims focus upon valuing pupils of every cultural background, and on promoting self-esteem and positive attitudes in the school. These aims are promoted purposefully, engendering a positive ethos in school that is supportive to learning. However, the needs of all pupils are not consistently met.
67. The co-ordinator for special educational needs is new to the role and has limited experience and expertise in this field. However, she is prepared to learn. The organisation across the school is unsatisfactory, and teachers take too little account of pupils' learning targets in planning work. The co-ordinator has not yet had time to work in other classes and this results in missed opportunities for the early identification of a special need. Records are not always well organised and are not always up to date. The curriculum is not enabling all pupils with special educational needs to make the progress they should. Much of the support these pupils receive is not planned at all, and at worst results in a lower work rate than that of other pupils in the class.
68. Progress in addressing the key issues from the last inspection has been satisfactory. However, overall improvement since the last inspection is unsatisfactory. The focus on improving behaviour in school has been successful; all pupils behave well due to the very good relationships between staff and pupils. Schemes of work are now in place; the school has a child protection policy and monitors child protection issues closely. However, several changes in leadership have resulted in a lack of consistency in promoting approaches which will raise standards. This unsettled time was due to the illness of the previous headteacher and to the school having two unconnected but long periods of time when different acting headteachers were in post. On appointment, the headteacher assessed progress towards addressing the key issues raised in the last inspection report and has worked hard to restore staff morale in order to improve the school. The deputy headteacher and the recently enlarged senior management team are becoming more involved in evaluating the performance of the school

and in tackling the areas where progress and practice are not good enough. They acknowledge the responsibility given in their job descriptions for moving the school forward, and are keen to work with the headteacher to this end, valuing her support in enabling them to develop their role.

69. The governing body already gives an acceptable level of support to the school and its role is developing under the guidance of the experienced chairman and the new headteacher. Governors meet regularly and comply with the requirements of The School Standards and Framework Act except that their role in promoting high standards is undeveloped, and the curriculum provision for history, geography and design and technology is insufficient. Although governors are eager to see improvements in the school and to raise standards, the majority are inexperienced and recently appointed. As a result, their involvement has not yet had the time and depth to make a significant impact. Governors have taken up training opportunities and are beginning to have a secure understanding of their responsibilities. The newly introduced committee structure ensures that they are increasing their opportunities to carry out their functions properly and become more involved. The finance committee, led by a very experienced chair, ensures that spending decisions are linked well to educational developments. Several governors visit the school on a regular basis and help in a variety of ways, but although they are well aware of the strengths of the school and recognise that standards are low, as yet they are not fully involved in finding out the reasons why, and deciding what needs to be done in order to improve.
70. The monitoring and evaluating of teaching and learning and their influence on the school's development plan for the future are currently unsatisfactory. During the time of turbulence in management, the school received a high level of advice and support from outside providers, but this did not fully ensure that the school recognised the need to compare its own performance with that of other schools, and to take action to improve. Subject leaders have clear priorities for improving provision in the coming year and suitable opportunities for training are focused on improving teaching skills and subject knowledge. However, although teachers and subject leaders are aware of the need to raise standards, the methods by which this will be achieved are not fully in place. Since her appointment, the headteacher has observed the quality of teaching in all classes and given clear indications to staff about its impact on standards, but as yet, the programme for improvement is not sufficiently extensive to enable subject leaders to understand what makes good teaching and produces good results. The opportunities for teachers to share good practice are not yet fully developed, so that the strong teaching, which promotes good and very good learning, is not routinely evident throughout the school.
71. The school makes satisfactory arrangements for the appraisal of teachers, and meets statutory requirements relating to the performance management of staff, including the headteacher. Teachers share a commitment in working towards common goals and there is a good feeling of friendship and mutual support in the school, which supports a good level of discussion. The school has focused very heavily on creating a supportive environment for learning for both staff and pupils, and is in a good position to move forward and take action on the major issue of what needs to be done to raise standards.
72. The school does not yet monitor pupils' results with sufficient rigour to ensure that the targets for improving standards are based on secure data. All teachers recognise the need to raise standards. For example, in order to improve the quality of pupils' writing, teachers have identified the skills that individual pupils should develop, so that pupils know what they should concentrate on in their work. Teachers share examples of pupils' work in order to identify levels of attainment but although these short-term skills targets are set and progress towards them is regularly assessed, teachers do not routinely forecast the levels that should be reached by pupils over the year. The analysis to reveal the command of English as an additional language and to identify the needs of higher attaining pupils is not routinely undertaken, so that teachers' expectations are not always sufficiently challenging. Data relating

to pupil performance in the baseline assessment is analysed, but results in National Curriculum tests are not sufficiently well used to highlight weaknesses in teaching, and the opportunity to raise standards in this way is missed. The targets for pupils' performance in the statutory assessments in the current year were exceeded by a considerable percentage in reading, writing and mathematics, but no targets were set for pupils to attain the higher Level 3. The headteacher recognises that the use of data is an area for development within the school, and in view of this, targets for the coming year are being reviewed to reflect more accurately what pupils could and should attain.

73. The finances of the school are efficiently managed, and spending is well linked to the priorities identified within the school development plan. The recommendations of the latest auditor's report have been fully implemented. The level of expertise of administrative support staff is far higher than the satisfactory level found at the time of the last inspection. The finance administrator gives very good advice on budget setting and maintains an excellent overview of spending. The finance committee of the governing body, competently advised by the headteacher and finance administrator, ensures that budget spending is regularly examined and discussed, and a tight control is kept on spending. Costs for services, resources, maintenance and premises are closely examined by the finance administrator and discussed with governors to ensure that best prices are paid. Although the school appears to have a deficit budget, this is due to the local authority's specific arrangements for devolving funds for EMAG and Standards Fund, which have not yet been credited. Governors' use of comparative tables to judge the school's performance against national results and the results in similar schools is in the early stages of implementation and as yet has had insufficient impact on raising standards. However, by discussing the future plans, governors ensure that money is effectively targeted towards areas highlighted for development and have a secure understanding of their responsibility in ensuring that this is done. The recent introduction of the committee structure involving all members of the governing body is an appropriate step to further development.
74. The use of new technology in the school is good. The school's finance administrator fulfils the responsibility for managing the finances of the school, using a computerised accounts system extremely efficiently. A very high level of expertise ensures that procedures concerning invoices, statements and budget figures are accurately completed. Registers are managed electronically, and the level of skills demonstrated in using new technology is high. E-mail is efficiently used for communication. In other areas of the school, the supply and use of new technology have a high profile. The newly furnished suite for computers is well used, and planned opportunities to teach pupils ICT skills have improved since the last inspection.
75. Specific grants are well used for their designated purposes. Funding, both for pupils with special educational needs and for those with English as an additional language, is satisfactorily managed. The finance administrator is meticulous in her efforts to secure improvement grants from a range of sources to enhance the school environment and facilities. These include improvements in school security, the provision of musical instruments and funding for computers, as well as grants for refurbishment. The enthusiastic applications for these grants, the success in securing awards and their prudent management, contribute significantly to the school's provision for pupils, and positively enhance the environment for learning.
76. Although there has been a relatively high turnover of staff since the last inspection, the team is appropriately qualified and experienced to match the demands of the National Curriculum. There is an appropriate induction programme to support staff new to the school so that the routines of the school run smoothly and the staff team have a shared vision for future development. The support for newly appointed teachers is good, and the school fulfils its statutory obligations regarding ongoing training. The support of the mentor and the staff team is very much appreciated. Staff absence is minimal which enables the school to spend a high proportion of its supply allocation on support for training. Teachers and learning support staff attend a suitable range of in-service and school-based training, which is securely linked to the

school development plan. The support staff meet with the headteacher regularly to keep up to date. They are very committed to their work and know they are valued as members of the staff team. The very high level of provision of support staff in comparison with other schools provides an appropriate level of complementary support for the work of teachers. They are particularly helpful in supporting positive behaviour, and in ensuring that lower attaining pupils stay on task. The level and expertise of staff supporting pupils for whom English is an additional language are good. However, more precise emphasis in the training of support staff, particularly on addressing pupils' learning needs precisely, and a clearer indication of requirements in teachers' planning, would enable them to be more effective in their work.

77. The school's accommodation is reasonable and it is appropriately maintained. Some elements of provision are good. Classrooms are of adequate size and were being measured at the time of inspection to take account of new regulations. They are attractively arranged with suitable furniture and teachers take a pride in display, so that the learning environment is bright and stimulating. The adjoining practical areas allow groups of pupils to work on a range of activities and ensure that pupils have opportunities to learn in different ways. Since the last inspection, a very attractive new computer suite has been installed. However, as a result, the library is now housed in the corridor so that its use by pupils is somewhat limited and does not encourage a positive enthusiasm for books. The school has staggered playtimes, and although playground provision is adequate to accommodate the numbers of pupils using it at the moment, plans are in place to enhance it further, and to add to the outdoor play equipment for the Reception classes. The continuing investment in new resources and in developing the outdoor areas is having a positive effect on the ethos of the school.
78. The school has sufficient books, materials and equipment to teach its curriculum, except in history and geography. The lack of resources impacts negatively on standards. Also, pupils with special educational needs do not have access to sufficient books, games and modern technological aids to help them to make good progress and achieve to the best of their ability. Resources for design and technology and for physical education are good. Teachers have organised resources well, for example sorting the resources in science and design and technology to match the units of study. Grants have been used wisely to improve the computer equipment and the range of musical instruments, and these new resources are used effectively. The range and quantity of books in the library are reasonable and include books to support the learning of bilingual pupils appropriately. In addition, the school has a reasonable supply of 'big books' for the literacy hour and a reasonable range of reading books, both fiction and information titles. Many of these are well chosen to interest the pupils, but some are in poor condition and the school recognises the need to conduct a book audit and look at the quality of range of reading material, and its suitability for pupils of different attainment in its drive to raise standards in English.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. The school has a number of important weaknesses that need to be overcome as a matter of urgency. In their work to raise standards and improve the quality of education at the school, the governing body, headteacher and staff should now:

□ **Improve standards in English, mathematics and science by:**

- providing regular planned opportunities for pupils to speak in structured situations, to develop their research skills and to write extensively;
- ensuring that opportunities to develop pupils' literacy skills in other subjects are fully utilised;
- providing additional training of staff in the teaching of pupils with English as an additional language;
- offering more opportunities for pupils to use and apply their scientific skills more effectively;
- providing more opportunities for pupils to use mathematics in everyday situations and apply their mathematical knowledge to solve problems.

[Paragraphs 3, 6, 7, 8, 9, 27, 35, 37, 106, 107, 111, 114, 123, 159]

□ **Further improve the quality of teaching and learning and ensure consistency, especially in Year 2, by:**

- where there is a need, improving teachers' expertise and confidence through appropriate in-service training;
- having higher expectations of what pupils can achieve against National Curriculum levels in all classes;
- ensuring that information gathered from assessment is used consistently to assist planning to meet the needs of all pupils, especially the higher attainers;
- ensuring that teachers' short-term plans identify more precisely what pupils of different abilities, including those with special educational needs and those who are not fully fluent in English, are expected to learn and do by the end of the session;
- providing clear guidance, time and training to subject leaders, which will enable them to fulfil their role in the development, monitoring and support of their areas.

[Paragraphs 1, 3, 7, 8, 9, 10, 14, 15, 25, 27, 29, 31, 32, 36, 42, 70, 72, 76, 106, 115, 121, 122, 123, 127, 131, 139, 142, 147]

□ **Review the balance of time allocated to each subject so that all aspects of the statutory curriculum for design and technology, geography and history are taught;**

[Paragraphs 37, 136, 142]

□ **Improve the arrangements for tracking the progress of pupils by:**

- analysing attainment and progress in each year group by ethnicity, gender, attendance and special educational needs;

[Paragraphs 5, 72, 87]

□ **Improve the provision for pupils identified as having special educational needs by:**

- ensuring that systems and procedures are in place for identifying pupils with special educational needs;
- ensuring targets in the individual education plans are sharp, focused and achievable;

[Paragraphs 57, 67, 119,]

□ **Continue to take further measures to improve pupils' attendance and punctuality.**

[Paragraphs 22, 23]

The school may also wish to address in its action plan the following minor issues:

- appointing a co-ordinator to manage the provision for pupils with English as an additional language; [*Paragraph 87*]
- increasing the quality and range of opportunities for pupils to use ICT across the curriculum; [*Paragraphs 6, 8, 23, 34, 143, 159*]
- raise pupils' awareness of British culture; [*Paragraph 49*]
- mark pupils' work in a consistent way that will help them to improve their performance; [*Paragraphs 33. 139*]
- raise teachers' expectations of the quality of presentation of pupils' work. [*Paragraphs 112, 116*]

PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

80. About half of the school's pupils come from bilingual families and of these, approximately two-thirds of these pupils have been assessed by the school as being at the early stages of English language acquisition. Additional support is provided by teachers and bilingual assistants who are funded from a central government additional grant for a significant number of these pupils.
81. Standards of attainment in English language development relate directly to the school's overall scores in the National Curriculum test results at the end of Year 2. In 2001, pupils scored well below the national average for all schools as well as similar schools in reading, and results were below average in writing. Few pupils achieved the higher levels in either aspect.
82. Inspection evidence indicates that pupils for whom English is an additional language make good progress where they receive support from specialist teachers, When additional support is not available and where the teaching is no better than satisfactory. their progress is satisfactory.
83. Upon entry into the Nursery, a high percentage have limited English language skills. They make rapid progress in speaking and listening skills, which is further consolidated and extended in the Reception classes. By the time they are seven, the percentage of beginners has been reduced but too many are still at the early stages of language development. Other, more proficient English speakers attain standards that are not markedly different from their peers in subjects other than English once they have achieved a reasonable level of competence in the subject.
84. Positive attitudes to learning, encouraged by the school's supportive ethos, lead to good progress by the pupils. They involve themselves in lessons with eager confidence and enthusiasm and they are not afraid to tackle new work. They feel valued and secure within a caring, sensitive atmosphere. Behaviour is good in most lessons, particularly where the activities are matched to their level of competence in English. Most have a clear idea of what is right and wrong and they show respect for others' point of view by listening carefully to what they have to say. They are supportive of each other, and personal relationships with the teachers are usually positive.
85. Teachers work hard to raise levels of attainment and they are particularly successful in the Foundation Stage, where effective assessment of pupils' needs is translated into planning. Some mainstream teachers in Years 1 and 2, however, do not consistently plan for pupils' differing needs. At the Foundation Stage and in the best lessons, staff pitch their lessons to the levels of English speaking competence without losing the need for challenge. They have particular skills in promoting pupils' speaking and listening skills through the use of stimulating resources, open-ended activities, high levels of discussion and dialogue, and well-targeted questions that encourage thoughtful responses. They are flexible in the way they simplify comments or questions to encourage pupils' oral contributions. Weaknesses in teaching include too heavy a reliance on the teaching of specialist staff so that when they are not there, these pupils do not always receive support specifically targeted to their needs. Expectations are not always high enough for what pupils know and can do. There is a prevailing notion that English language learners will not succeed as well as their peers and inspection findings indicate that some pupils classified as beginners have moved beyond that stage.
86. The school does not monitor the performance of pupils on the EMAG register. Individual targets, although set in the basic skills, are not set on the basis of this information but on teacher assessments. Pupils' skills in English are assessed thoroughly by specialist staff, and pupils with few English speaking skills are placed on a register. They receive effectively planned work programmes, based on an ongoing, thorough identification of their individual needs, and their progress is closely monitored and regularly reviewed within a framework embracing a number of small steps within each stage. Planning in subjects other than English does not always include learning objectives with a linguistic focus.
87. Staff throughout the school are concerned to raise the levels of literacy for English language learners and most work effectively to achieve targets for improvement. The headteacher has

begun a programme of monitoring the quality of teaching and learning in classrooms. Specialist staff funded by central government is clearly identified. They play an important role in influencing the mainstream staff through informal discussion, working alongside teachers, providing some training, planning the term's work with year groups and advising on resources. Some make their own resources available to staff. A named co-ordinator for specialist provision is not in post, and strategic planning, including data collection and analysis, is underdeveloped.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

| |
|----|
| 77 |
|----|

Number of discussions with staff, governors, other adults and pupils

| |
|----|
| 50 |
|----|

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 17 | 26 | 30 | 4 | 0 | 0 |
| Percentage | 0 | 22 | 34 | 39 | 5 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 26 | 352 |
| Number of full-time pupils known to be eligible for free school meals | - | 103 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | - | 2 |
| Number of pupils on the school's special educational needs register | - | 46 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 177 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 35 |
| Pupils who left the school other than at the usual time of leaving | 39 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 9.8 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 51 | 64 | 115 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above | Boys | 34 | 36 | 45 |
| | Girls | 55 | 58 | 60 |
| | Total | 89 | 94 | 105 |
| Percentage of pupils at NC Level 2 or above | School | 77 (84) | 82 (73) | 91 (93) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 2 and above | Boys | 36 | 45 | 41 |
| | Girls | 56 | 57 | 59 |
| | Total | 92 | 102 | 100 |
| Percentage of pupils at NC Level 2 or above | School | 80 (79) | 89 (86) | 87 (82) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 66 |
| Black – African heritage | 39 |
| Black – other | 47 |
| Indian | 89 |
| Pakistani | 57 |
| Bangladeshi | 6 |
| Chinese | 3 |
| White | 91 |
| Any other minority ethnic group | 6 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 1 | - |
| Black – African heritage | - | - |
| Black – other | - | - |
| Indian | - | - |
| Pakistani | - | - |
| Bangladeshi | - | - |
| Chinese | - | - |
| White | - | - |
| Other minority ethnic groups | - | - |

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

| | |
|--|----------|
| Total number of qualified teachers (FTE) | 16 |
| Number of pupils per qualified teacher | 20.2 : 1 |
| Average class size | 29.3 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 21 |
| Total aggregate hours worked per week | 245 |

Qualified teachers and support staff: Nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26.0 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 130 |
| Number of pupils per FTE adult | 6.4 |

Financial information

| Financial year | April 2000 – March 2001 |
|--|-------------------------|
| | £ |
| Total income | 1,076,281 |
| Total expenditure | 1,080,043 |
| Expenditure per pupil | 2,635 |
| Balance brought forward from previous year | 0 |
| Balance carried forward to next year | - 3762 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|------|
| Number of teachers who left the school during the last two years | 10 |
| Number of teachers appointed to the school during the last two years | 10.4 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.4 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

402

Number of questionnaires returned

57

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 21 | 2 | 2 | 0 |
| My child is making good progress in school. | 52 | 39 | 0 | 4 | 5 |
| Behaviour in the school is good. | 47 | 44 | 4 | 0 | 5 |
| My child gets the right amount of work to do at home. | 39 | 39 | 7 | 4 | 11 |
| The teaching is good. | 55 | 36 | 2 | 0 | 7 |
| I am kept well informed about how my child is getting on. | 44 | 32 | 11 | 5 | 9 |
| I would feel comfortable about approaching the school with questions or a problem. | 69 | 26 | 4 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 58 | 36 | 0 | 2 | 4 |
| The school works closely with parents. | 44 | 32 | 11 | 0 | 14 |
| The school is well led and managed. | 46 | 39 | 5 | 0 | 11 |
| The school is helping my child become mature and responsible. | 56 | 28 | 5 | 2 | 9 |
| The school provides an interesting range of activities outside lessons. | 36 | 13 | 15 | 4 | 33 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

88. Children enter the Nursery in the autumn term following their third birthday for three terms on a part-time basis. In the four Reception classes, they enter in the year in which they are five, and once they are five, stay full time. Most children starting in Reception classes have experienced some pre-school education, over half in establishments other than the school's Nursery, but with a significant number who have not had any pre-school experience. The staff make good attempts to make contact with their families and with other pre-school providers, and satisfactory opportunities are provided for families and carers to visit.
89. Children's attainment, on entry to the Reception classes, covers a wide span but is average overall, except in language, literacy and communication where it is below average, with several children whose experience of English is limited, and who have not experienced any pre-school provision. All, including those with English as an additional language and those with special educational needs, achieve well and make good progress. By the end of the Foundation Stage, most are achieving the Early Learning Goals and are exceeding them in personal, social and emotional development and in early number work.
90. The planning of the curriculum follows necessary requirements and the assessment of children's individual needs is good, particularly in the Nursery where it is very good. The work of specialists in teaching children with English as a second language is well integrated into both the Nursery and the Reception classes, and their able contribution and that of the mainstream staff effectively raise the standard of attainment for this group of children. Support staff are well briefed by teachers and they make an important contribution as part of a committed, hard-working team. Provision for children in the Foundation Stage is good and remains a strength of the school as it was in the last inspection.
91. The quality of teaching and learning in the Nursery and Reception classes is good overall. The staff work effectively as a team and are all fully involved in planning, resourcing and record keeping. Their management of children's behaviour and their relationships with children are consistently very good. Throughout the sessions there is a constant focus on language development and activities are well planned to stimulate the imagination of children. Where teaching is most effective, lessons are purposeful and well planned and support staff are fully involved in the planning and delivery of work. Tasks are clearly presented. In these lessons, staff encourage children to talk about their experiences and ideas, and they use praise and ask questions effectively to encourage those who are less confident. Good examples of this were seen in the literacy session and in the movement session in the hall.

Personal, social and emotional development

92. The provision for personal, social and emotional development is a strength. Children make very good progress and by the end of the Foundation Stage, many attain standards above those expected in this area of learning. In both the Nursery and Reception classes, children have many opportunities to develop their personal and social skills. They are enthusiastic about coming to school because they feel valued and demonstrate a mature response to class routines. They enjoy participating in the interesting activities available to them and are developing good levels of independence. In the Nursery, for example, many use the sand, water and art materials independently through choosing the tools, materials and containers that best suit what they want to do without recourse to an adult.
93. In both the Nursery and in all Reception classes, children are keen to contribute ideas during class and group discussions, listen carefully, wait their turn and respond to questions clearly and confidently. Those with few English speaking skills listen intently and exhibit a positive attitude to learning and confidence in tackling the activities available to them. Children are

interested in what they are doing, concentrate well for their age and persevere in their learning. They take responsibility for themselves, such as when changing for physical education, and several initiate playing together, sharing equipment and taking turns. Most are able to regulate their own behaviour and are polite to others, following the good example set by staff who place a high priority on this area of learning. Teachers' planning for outdoor play in the Reception classes, however, does not include enough opportunities for children to develop group play where, for example, they can work together to solve problems.

Communication, language and literacy

94. Across the ability range, including those who are emergent speakers of English, good progress is made in both the Nursery and Reception classes and most children attain the expected Early Learning Goals in reading and writing by the end of the Foundation Stage. Children's listening skills are well established. Although they achieve well in spoken English when consideration is given to their limited English upon entry, many do not manage to acquire expected skills in speaking.
95. Children have developed a love of stories and books, thanks to good teaching and the emphasis placed on providing good quality literature within a cosy, inviting setting. At this early stage of the year, the Nursery children listen to stories carefully and like to join in when they can, with some older children developing a growing interest in pointing out features that attract their interest. Some know how to use a book correctly and like to talk about the pictures to each other. The higher attaining children in the Nursery demonstrate a growing awareness that print tells a story. Some make good attempts to write their own names, others enjoy 'writing' using lines and circles across a piece of paper and some can find the initial letter of their name by using the magnetic alphabet letters on the wall.
96. In the Reception classes many children know that print tells a story, can handle books correctly and often use the pictures to retell the story. Higher attainers make good progress in reading skills and are well on the way towards becoming independent readers by the time they start Year 1. In writing, some can label drawings, most can write their names, and the higher attainers write a simple sentence with the correct spelling of simple words. Some can use a full stop correctly. Most children know the simple letters. For example, in one class a group could pick out and name letters that were in their names from the alphabet. All children in both Nursery and Reception classes listen carefully, respond to instructions well, with those that can handle English providing good role models for those with less understanding of the language.
97. Teaching is thorough. Staff across the Foundation Stage have a good understanding of the value of developing children's spoken language and some have particular skills in creating a dialogue with children by using unobtrusive questions and comments that enable children to respond confidently and naturally. Their use of stimulating resources and relevant activities increases children's interest and understanding and they constantly reinforce children's grasp of vocabulary, and understanding of letters and sounds in a variety of ways.

Mathematical development

98. Children make good progress and by the end of the Foundation Stage many are meeting and exceeding the expected Early Learning Goals, particularly in early number work. In the Nursery, children count the dots on a dice, some with accuracy. Most enjoy number rhymes that involve early addition and subtraction. At this early stage of the year, many children in the Reception classes count confidently to ten and beyond. They recognise numerals to ten and can combine groups of numbers and some are just learning how to write number sentences. In one Reception class, for example, children sorted beans into two sets, added them together and wrote, with help, the total in the correct place. Higher attainers know their basic shapes and have begun to look at, and identify, three-dimensional shapes.

99. Strengths in teaching include clear explanations of meanings to ensure understanding and to clear misconceptions. Group activities are well planned and effectively supported by adults through systematic teaching based on a thorough knowledge of what children know and can do. Display is used effectively to promote learning.

Knowledge and understanding of the world

100. Provision for children's development in this aspect of the Foundation Stage curriculum is good and most children reach the level expected by the end of the Foundation Stage. Good opportunities are provided for children to extend their understanding of their local community and beyond through various visits to the shops and restaurants and other amenities, such as the fire service, the bus and railway station and the local park. After a recent visit to the railway station, for example, Nursery children, with the help of staff, designed a station in which they have chosen to spend much time role-playing the part of station personnel. In Reception classes, staff provide a centre of interest which matches the theme being studied, such as a baby clinic or a post office. These stimulate effective role-play because care is taken to ensure that they are plentifully and realistically resourced. Through such visits and explorations of themes, the children are able to comment on, and ask questions about what they see and do. They draw, for example, their favourite toys after a visit to a toy museum. Children develop the skills of cutting, joining and building well by using a good range of materials, particularly in the Nursery where some high achievement was observed. Stimulated by the railway station trip, one child built a train with lego, each carriage with the correct number of wheels. He then constructed a humpback bridge with sloping blocks and assorted cylinders for it to go over. Another child built a complicated building with lego that incorporated a bridge and several carefully balanced towers. Opportunities to use and develop skills in ICT are good, particularly in Reception classes. Children are adept in their use of the mouse, and can use the cursor to click on the various options, that, for example, clothe a teddy. Children's understanding about caring for each other and how people care for them is heightened through, for example, well-told stories and effective discussion, where they are given lots of opportunities to talk about their own experiences and beliefs and those of others.
101. Teachers plan lessons well. They are systematic in their exploration of themes and provide stimulating resources to capture children's imagination and enthusiasm. Their explanations and demonstrations are clear when, for example, children use the computer. These strategies promote a greater understanding and development of skills. Open-ended questions help children to think harder about what they say and do. Good use is made of religious festivals to introduce children to the food and customs of other faiths through, for example, recent observance of Diwali.

Physical development

102. Provision to promote children's physical development is good in both the Nursery and Reception classes. Standards attained by many children at the end of the Foundation Stage are what are expected. In the Nursery, they handle pencils, brushes, scissors and glue tentatively at first, but soon become confident users with careful guidance by staff. By the end of a sandwich making activity, for example, they could spread butter and cut sandwiches with a knife with reasonable proficiency. Outside, they run, skip, jump, balance and climb with growing inventiveness and control and they use bikes with considerable agility, turning corners and dodging others with skilful speed. In Reception classes, they have timetabled opportunities to develop similar outdoor skills, but there is an insufficient progression of skills from those observed in the Nursery. Children's gymnastic skills are developing at the expected rate. They use gymnastic apparatus safely and with increasing inventiveness and control. Their use of space is good and they can listen and respond to instructions quickly.

Creative development

103. Children's achievements in music, art and imaginative play meet the desired Early Learning Goals by the end of the Reception year. In the Nursery children enjoy singing a variety of

songs and in the Reception classes they learn successfully how to handle percussion instruments and use them within the context of a story to illustrate a series of different rhythmic movements. Their responses to the use of glove puppets in songs and stories are enthusiastic. Their paintings in the Nursery are colourful, with a good use of the available space. They enjoy drawing and have made good progress in the shape and detail of figure drawing in, for example, their cards about people who care for them.

104. Teaching is satisfactory across the Foundation Stage. Staff make sure children acquire good basic skills and they provide appropriate opportunities for children to develop imaginative play. The range of art experiences available to children was unable to be judged due to the lack of evidence available during the inspection week.

ENGLISH

105. Standards in English have been well below what is found nationally for the past three years, and standards have not risen noticeably since the last inspection. Results in writing show that although percentages reaching Level 2 and Level 2B are still below the national average in 2001, a focus on improving pupils' writing over the last year has improved performance since 2000. Pupils' results are now in line with those in similar schools. No pupils reached Level 3, which is below both the national average and results in similar schools. Reading standards are similar to those in 2000. However, the percentage of pupils reaching the higher Level 3 in reading in 2001 is well below the national average and results in similar schools. No targets were set in school for pupils to attain the higher Level 3. However, the school exceeded its target of 64 per cent at Level 2 or higher in reading, with 77 per cent of pupils attaining or exceeding the expected Level 2. In writing, the target of 62 per cent attaining Level 2 or higher was also exceeded in 2001, with 82 per cent of pupils reaching or exceeding the expected Level 2. Slight differences are evident in the performance of boys and girls in tests, with girls performing better than boys. These differences are more significant in the reading test results. However, inspection evidence revealed no differences in either the challenges set, or the enthusiasm shown or the achievement of boys and girls.
106. The quality of teaching has not changed significantly since the time of the last inspection and, overall, teaching is judged to be satisfactory. Although in half the lessons seen teaching was good or very good, teaching was unsatisfactory in two out of five lessons in Year 2 so that standards are not improving quickly enough. Good management of pupil behaviour is a regular feature of lessons, and relationships between pupils and staff are very good. Support staff are usually well used. However, the teaching in good and very good lessons does not consistently cover the important areas of secure and precise planning and high expectations for all groups of pupils. The outcome is that even in better lessons, a small but significant minority of the pupils are not doing as well as they should. The recommendations for teaching and provision within the National Literacy Strategy are followed reasonably closely. However, the school has adapted the organisation of the teaching of reading, providing weekly reading workshops in Year 2, and these are not as effective as they should be in raising standards. The timetabled session is too long and pupils find it difficult to sustain concentration. The introduction of a weekly writing workshop in Year 2 is having a positive impact, particularly on raising standards in writing for lower attaining and average pupils. In two out of three of these sessions, good preparation and a high level of stimulation ensured that the majority of pupils were appropriately challenged and remained involved throughout the session. However, the expectation that higher attaining pupils should write at length in a well-structured and imaginative way was insufficiently reinforced.
107. Although pupils' listening skills are at the level expected nationally, standards in speaking are below expectations by the end of Year 2. Average and higher attaining pupils are eager to be involved in discussion. They will sometimes elaborate their answers, but the opportunities for these pupils to think through the reasons why things happen or how they know are not sufficiently exploited. In very good text sessions, as seen in two out of four lessons in Year 2,

the majority of average and higher attaining pupils speak confidently and clearly, and listen well. Teachers usually word their questions carefully in text sessions so that all pupils, including those with English as an additional language and lower attaining pupils, are able to understand and respond appropriately. However, teachers do not always plan in sufficient detail to promote learning in this area. During discussion sessions in other subjects, teachers give answers to their own questions too quickly, and allow insufficient time for those with less well developed skills to think about what they want to say before speaking. Teachers focus too heavily on question and answer sessions rather than engaging pupils in discussion and making their own well-structured contributions to give pupils good models to follow. They invariably value pupils' own ideas, so that pupils express their views confidently and this is a good basis for improvement. In good and very good text sessions during literacy hours, evident in three out of four classes in Year 2, pupils listened very attentively and became fully absorbed, and were eager to give their views, sometimes speaking in a conspiratorial tone, so that the mood of the text was enhanced. These pupils gained an accurate picture of what had happened in the story of *The dark, dark tale* from the vivid reading led by the teacher or support teacher. Average pupils use adjectives like 'spooky' and 'eerie', saying them with great delight.

108. Throughout the school, many pupils read to their parents regularly and all read in school during the whole-class literacy session. Despite this, standards at the end of Year 2 remain low. The school uses a graded collection of books and has a reasonable supply, but pupils' choice is not always accurately directed to ensure that they build up their reading skills. The eagerness to improve reading and to finish and change a book is not obviously noticeable amongst the pupils, and for some pupils, this is inhibiting progress. Pupils have a reasonable choice of titles at an appropriate level and the range of 'big books' covers both fiction and non-fiction texts. The supply of books for shared reading in groups is steadily improving and the co-ordinator plans to audit the supply of books for individual reading to ensure that they are appropriate, in good condition and up to date. The planned improvements in resources should further contribute to the enjoyment of reading.
109. Year 1 pupils appropriately recognise initial letter sounds and frequently used words, and use picture and context clues when reading simple text. They recognise simple rhyming words, matching pairs accurately, and they understand that sometimes books are written using different fonts. Pupils in Year 1 make satisfactory progress. Year 2 pupils read reasonably fluently but the level of skills is below what is usually found. Some higher attaining pupils confidently explain terms like 'author' and 'illustrator', but reinforcement of the common terms relating to books is inconsistent, so that not all pupils are clear about them. When average attaining pupils are reading alone, their understanding of what they have read is not sufficiently clear to allow them to express opinions about the stories, though this aspect of reading is well promoted in three out of four whole-class sessions. Higher attaining pupils and some of average attaining pupils use a simple index to locate a particular story in their reading books, but they do not use the library regularly to develop research skills. Lower attaining pupils and those with special educational needs usually attempt to decode simple words but do not routinely use appropriate clues to make sense of the text. As a result, their efforts in reading are sometimes frustrated. Reading records are not consistently used to improve standards. In two out of four classes in Year 2, teachers' records show that pupils have the opportunity to read regularly, and this practice ensures satisfactory progress. However, in two out of four classes this is not the case, and individual reading records indicate that pupils neither read often enough nor have clear targets for improvement. Opportunities to develop specific skills, like reading with expression and meaning, from both fiction and non-fiction texts, or using simple reference skills, are often missed. A more consistent approach to setting and recording reading targets is likely to improve standards.
110. Pupils' written work indicates that reasonable progress is made in developing writing and spelling skills through Years 1 and 2. An analysis of the work confirms that spelling is in line with what is usually found at this age. The majority of pupils in Year 2 consistently spell very

simple words correctly and some are developing accuracy in the spelling of more complex words. However, more could be done to improve the vocabulary of higher attaining pupils.

111. Variations in teaching in Years 1 and 2 mean that when teaching is very good, higher attaining pupils in Year 2 write well-sequenced stories, use interesting vocabulary and write complex sentences like, "I wanted to have a strong house, so I built it out of bricks." Sentences are accurately punctuated and the use of exclamation marks and question marks is developing appropriately. However, other higher attaining pupils in Year 2 are insufficiently challenged and there is too little writing in evidence. In lessons, variations in the quality of planning for writing tasks lead to variable levels of achievement amongst pupils. In some lessons, the quality of teaching during the text session is very good and provides a high level of stimulation for writing tasks. This has a positive impact on pupils' involvement and the quality of their work. However, generally, there is insufficient attention to planning for writing tasks. These are not sufficiently challenging for higher attaining pupils, who do not write as fluently and skilfully as they should. These pupils often work independently and although they behave well and settle to their work willingly, the lack of adult input and challenge results in work of a satisfactory standard. When teachers support higher attaining pupils, results are good. A group of Year 1 pupils, writing their own stories, were able to select and use good adjectives and verbs, compiling sentences like "Four fat elephants stamping down the hill". The good deployment of support staff usually ensures that lower attaining pupils, including those with special educational needs and with English as additional language, work at a steady pace and achieve appropriately. However, planning sometimes leads to a lack of precision in their tasks. Lower attaining pupils struggle to sound out spellings, compile and write sentences, and sequence ideas, with the result that they become frustrated and make insufficient progress. Teachers and support staff are able to use their good level of knowledge about what pupils can do to good effect, so that these frustrations are overcome, but if pupils are working independently, the frustration remains and progress is hampered.
112. Although satisfactory methods are routinely used to reinforce spelling rules, higher attaining Year 2 pupils have not yet started to use a simple thesaurus to help enhance their vocabulary. Some higher attaining Year 2 pupils are beginning to develop a cursive style of handwriting, which is even in size, but handwriting is not yet consistently and carefully taught and this has a detrimental effect on presentation in much of the work seen. ICT is sometimes used for word processing, but the development of editing skills through word processing is not routinely planned for in English lessons.
113. The co-ordinator, who is knowledgeable and enthusiastic, is well supported by the headteacher who has given good guidance following her observations of lessons. An analysis of strategies needed to raise standards and an analysis of test results have been used to set whole-school targets. During the last year, the school appropriately targeted pupils' attainment in writing throughout the school, as part of a clear plan for development in the area. This has begun to have a positive impact, raising standards in Year 1. Improvements in Years 2 are, as yet, modest, being mainly confined to average and lower attaining pupils, but the shared commitment to improvement places the school in a good position to raise standards further.

MATHEMATICS

114. Satisfactory progress has been made in improving standards since the school was last inspected. In the national tests for seven year olds in 2001, the percentage of pupils reaching the expected level (Level 2) or above was below the national average, while the number reaching the higher level (Level 3) was well below. This means that the school was performing below the average of all schools, but in line with the average of schools in a similar context. At the time of the last inspection in 1997, the school's performance was well below the national average and standards are now rising, mainly because of the effective introduction of the National Numeracy Strategy. There is little difference between the standards attained by boys and girls. These results were seen during the inspection, where the majority of the pupils were working at Level 1 and towards Level 2, but there was very little

work seen that involved problem solving or challenge to enable the higher attaining pupils to reach higher standards.

115. Pupils are given a good start in building up their mathematical skills and understanding in the Foundation Stage; this continues in Year 1, but pupils, particularly those who learn faster, do not reach their full potential by the end of Year 2, and as a result few pupils are working at the higher levels. This is because expectations are not always sufficiently high and teachers do not consistently plan work for pupils at the higher Level 3. Assessment information is not used sufficiently in planning; teachers do not have enough information of the level at which individual pupils are working nor do they set effective targets for improvement.
116. Standards are in line with national expectations by the end of Year 2. The majority of pupils confidently work with numbers up to 100, accurately recognising order, odd and even numbers and patterns. They understand subtraction and addition and can do these operations using tens and units. However, poor setting out of their work means that they are not always accurate. The majority of pupils have a secure knowledge of money although they need more practice in using their numbers in everyday situations. They are beginning to understand simple multiplication and addition using the 5 and 10 times tables, but only higher attaining children remember these number bonds. They understand and record simple block graphs, measure accurately using centimetres and confidently tell the time using hours, half-past and quarter past only.
117. In lessons, the majority of pupils explain what type of calculation they use and why. However, the real weakness in standards is that few pupils transfer their knowledge of different operations or calculations to new work. When working with word problems, around one third of pupils find it very difficult to explain which operation they will use even when their teacher prompts them. Consequently, very few pupils reach average standards in using and applying the mathematical skills and in this aspect, attainment is low. The lack of opportunity to work with computers limits progress in collecting and interpreting data.
118. Overall, pupils have satisfactory attitudes to their work, and concentrate and behave in lessons. There are a few challenging pupils in the school and, when teachers' management is less than good, pupils do not apply themselves well to their activities. Pupils waste time and the pace of learning slows where the teaching is less effective.
119. The quality of teaching and learning is satisfactory in Year 2 and good in Year 1. One unsatisfactory lesson was seen. Teachers' knowledge and understanding of the subject are satisfactory and they promote the basic skills effectively. Planning is based effectively on the National Numeracy Strategy. Good thought is given to helping pupils to work accurately by emphasising the correct format for recording. Teachers are good at explaining and demonstrating new skills and concepts. They also ask questions which help pupils understand more easily. As a result, although pupils do not always find it easy to understand, they make good gains in their learning in this aspect. Teachers know pupils well and great care is taken to promote the understanding of mathematical vocabulary and to support the needs of pupils for whom English is an additional language, when the language support teachers are present. However, at other times, pupils at the early stages of learning English do not learn as they should because of their limited understanding of English. Pupils with special educational needs are supported well through being given extra help or resources, as well as work appropriately matched to their ability, when they work with the special needs teachers. However, they are not supported in every lesson and the progress they make in their learning is not as good as it could be, because the targets set out in their individual education plans are too broad and not well focused on their needs. Not enough thought has been given to planning work to meet the needs of pupils with special educational needs or to challenge the higher attaining pupils. Nearly all teachers manage pupils well and this helps to keep them focused and working with the expected effort throughout lessons. Where teachers are less skilled, pupils do not concentrate well enough and do not make sufficient progress in

the lessons. Mental mathematics sessions are not sufficiently emphasised and resources to help teachers with assessment are not always used. Also, the school's systems for assessing pupils' work and setting targets for development are not used effectively. As a result, although teachers assess the work, which takes place in lessons, they do not have sufficient information to promote progress as effectively as they could. Homework is not consistently used to help extend learning, although younger pupils are encouraged to take home mathematical games to share with their families.

120. The curriculum is satisfactorily based on the National Numeracy Strategy. Good thought has been given to the needs of pupils by emphasising the teaching of skills and the understanding of concepts, both of which the majority of pupils find very difficult. However, not enough thought has been given to promoting the development of numeracy skills in other areas although there is evidence that they are sometimes used, for example in geography and science. Resources are good. They are well used in effective lessons where pupils count with beads and counters, and play number line addition games.
121. Although teachers assess the level at which pupils are working, the current systems do not help them to evaluate individual pupils' skills, knowledge and understanding. Most teachers have a secure understanding of the level at which pupils are working, but this is not systematically recorded throughout the term. Therefore, it is difficult for teachers to effectively monitor and track pupils' progress or to easily identify their weaknesses or strengths. This makes planning for the next stage of learning much less effective. In addition, the school has not given sufficient thought to analysing test results and data. Therefore, it does not have the information to identify either areas of specific weakness or groups of pupils who are underachieving.
122. The subject co-ordinator has worked hard to introduce the National Numeracy Strategy and increase teachers' expertise. As a result, pupils are now making better progress and standards are rising, but not well enough. This is because, currently, the school's systems do not provide enough information to accurately identify areas of weakness. Insufficient opportunities are provided for monitoring teaching and learning. Effective planning for future developments has been restricted previously because senior management was unsettled. The school improvement plan identifies this area for improvement and has set clear objectives to remedy the situation.

SCIENCE

123. Standards have not been maintained since the last inspection and are now below the level expected nationally. Below average standards are reflected in the teacher assessments for seven year olds for 2001. Results for that year showed that the proportion of pupils reaching the expected Level 2 and the higher Level 3 was below the national average. Overall, standards when compared with similar schools were also below average. The school has recognised this decline, and in its most recent improvement plan seeks to raise standards by fully implementing national guidelines, focusing on experimental and investigative science, and developing the role of the subject co-ordinator, to include a greater role in monitoring the quality of teaching and learning.
124. Throughout the school there is now a developing emphasis on learning through enquiry and practical investigation. This means that all pupils, including those with special educational needs and English as an additional language, have the same opportunities to learn science. This 'hands on' approach is clearly evident in lessons. In Year 1, pupils' practical work on light means that they recognise that light passes through some paper and materials and not others. They record this in a practical way on a prepared sheet, making their own predictions and testing them. They see the relevance of their investigation by choosing the most suitable paper for making a shadow puppet. Practical work enabled most Year 2 pupils to develop a clear understanding of simple electrical circuits and what is needed to make a circuit work.

125. From the lessons observed and an analysis of previously completed work, the quality of teaching and learning is overall satisfactory. It is stronger in Year 1. Two very good lessons were observed. Teachers across year groups work well together, sharing experience and expertise in their lesson preparation. This helps to ensure that classes receive similar learning experiences. Resources are carefully prepared so that pupils are able to get on with their work and maintain a good pace in their learning. Each group in Year 2 lessons had a tray of electrical resources to enable them to carry out their investigation of circuits productively. Although not always identified in planning, there is generally satisfactory support for pupils with special educational needs or English as an additional language. This is good when support staff work with groups of pupils. Teachers mostly take care in their own speech, often modelling answers to questions. Planning shows the key vocabulary to be developed. In better lessons this is introduced well during careful questioning and discussion, involving all pupils and developing their understanding further. For example, in Year 1 pupils confidently used and understood the terms 'transparent', and 'prediction'. When lessons are well managed, pupils maintain good concentration and show strong interest in their activities, developing positive attitudes to science. This was evident in the very good lessons observed where pupils eagerly talked about the work they were doing. Teachers and support staff make assessments of pupils' learning on lesson focus sheets, but these often show the activities carried out rather than the progress made against learning objectives, and do not sufficiently inform future learning.
126. The particular learning experiences required by higher attaining pupils to reach higher levels of attainment are not sufficiently identified in planning, and therefore limit the progress these pupils are able to make. There are low expectations of their written work, with some lack of attention given to content and presentation. There are few opportunities to accurately measure and record findings and little use is made of ICT to support learning. Although lower and average attaining pupils are supported soundly in their work, written activities planned for the whole class are sometimes insufficiently challenging for the higher attaining pupils.
127. The school has recently introduced national guidelines that are helping to ensure continuity and progression in pupils' learning. Records are kept of the levels achieved in each of the areas of science, but insufficient use is made of these to monitor and support future learning through the tracking individual progress and setting of targets. The co-ordinator has had no opportunity to monitor classroom practice, and so evaluate what needs to be done to bring about further improvement in teaching and learning. Resources are adequate and are being checked and updated to meet the new units of study now being followed. Some use is made of visitors to enrich the curriculum, for example 'Mobile Animals' to support work on small animals and their habitats.

ART AND DESIGN

128. The standards achieved by pupils; including children with special educational needs and pupils for whom English is an additional language, are in line with age-related national expectations, and pupils make satisfactory progress. In the strands related to knowledge and understanding of art, pupils learn about colour mixing, weaving, and creating and designing patterns, exploring texture in, for example, alternating weaves of smooth and shiny, rough and knitted patterns. They explore the work of artists such as Turner within the context of colour mixing in Year 1 and work imaginatively to create a sunset. Repeat patterns, as exemplified by William Morris in Year 2, are effectively created in a number of different media such as computer graphics, batik printing, and oil crayons washed over with a weak paint solution. Printing techniques embrace various inventive ideas including different sorts of lines in Year 1. Pupils' capacity to record from direct observation and to work with three-dimensional materials was not observed during the inspection week. Weaknesses in evaluating and developing their own work are evident in both year groups. Links are successfully established with other subjects such as religious and cultural education, where pupils make colourful mehndi and rangoli patterns as part of Diwali celebrations.

129. Pupils enjoy art and participate with keen attention when lessons are introduced, by listening intently and offering well-observed comments about what they see. They are impatient to try out their ideas and respond to teachers' guidance well without losing their individual styles. This resulted in some vivid computer designs in one class and some colourful sunsets in another.
130. Most teachers have a clear idea of what they wish to impart to their pupils and they teach basic technical skills with the thoroughness these deserve, yet within a context the pupils will understand. Explanations are clear and, in some instances, pupils' efforts are evaluated and praise is seen as being well deserved. Demonstrations when used as teaching points are successful in raising the standards of pupils' work. In all lessons, however, there was an absence of evaluative techniques where pupils are given the chance to assess their own or others' accomplishments, and to express what they think about their work and how they might alter what they have done to make it better.
131. Some aspects of the leadership in art are weak. The co-ordinator is presently developing her skills and expertise and she has not had the opportunity to observe teaching and learning in other classrooms.

DESIGN AND TECHNOLOGY

132. Through displays, teachers' planning and lessons observed in Year 2, standards in the areas of work seen are in line with national expectations, and show that they have been maintained since the last inspection. Improvement is satisfactory.
133. A unit of design and technology is set out for each term, although classes choose just two of these over a year. Planning shows that pupils undertake the complete cycle of designing, making and evaluation. In Year 1, pupils have investigated different fruits, and planned and prepared a fruit salad, learning how to use tools safely. Their results were tasted and evaluated. Pupils in Year 2 have designed and are making a coat for their teddies. They have looked at different ways of patterning materials, for example tie-dye, block printing and paste resist. They have found out and compared methods for fastening material. Paper patterns have been carefully cut out to the required measurements.
134. From the lessons observed in Year 2, teaching and learning are satisfactory. Introductions to lessons recap on previous learning, helping pupils to understand the reasons for the different stages involved in making a product. Their response to questions shows that learning has generally been effective. Teachers have high expectations of pupils, for example requiring them to make careful measurements when making paper patterns for their coats. Further links are made with numeracy as pupils think of symmetry in their designs. Satisfactory use is made of ICT by some pupils to create their designs. Such tasks offer a good challenge to higher attaining pupils, but as such are sometimes too complex for other pupils to understand and complete independently. However, support staff, although not always identified in planning, are well deployed, helping groups of pupils with special educational needs and English as an additional language, and enabling them to be fully included. Some assessment is made on classroom focus sheets, but their use is not sufficiently developed to monitor the progress made by groups and individuals, or to inform future planning for the subject. The management of pupils is good and helps them to maintain good concentration and interest in their work.
135. The school has recently introduced a new scheme of work based on units from national guidelines. This sets out to ensure greater continuity and progression in learning. However, design and technology is blocked with history and geography, and timetables show that classes only expect to cover units in two terms out of three. This therefore does not allow sufficient time for the development and practise of the skills linked to design and technology, which would help to raise standards and ensure that statutory requirements are met. Although

planned, there has been no monitoring of the subject with a view to improving the quality of teaching and learning, and raising standards. The co-ordinator has worked hard to develop resources. The comprehensive resource boxes for each of the units studied contribute well to the effectiveness of teaching and learning. There are good practical areas, with cookers and food cupboards, to support work in food technology.

GEOGRAPHY

136. Lessons in geography were seen only in Year 1. This is due to the school's practice of teaching geography, history and design and technology in a topic cycle and the focused geography topic for Year 2 will be taught in the spring term. Due to insufficient evidence from the analysis of pupils' work, displays and discussions with pupils, neither secure nor informed judgements on standards, teaching and learning or attitudes throughout the school can be made. Although pupils in Year 1 study the local environment and classify the different types of buildings in the area and know their route from home to school, there is insufficient evidence to show coverage of all aspects of the curriculum. Statutory requirements are not met. It is therefore difficult to judge the quality of improvement since the last inspection. All pupils, including those with special educational needs and those at the early stages of learning English as an additional language, made good progress in the lesson observed because of good support.
137. In Year 1, good use is made of the school grounds as pupils observe closely their immediate surroundings. They develop appropriate mapping skills whilst investigating the layout of the school site and their local area. Many confidently describe what they see on their journey to school and accurately name some of the features in the local area and identify the different types and use of buildings. Most pupils know that a fireman works in a fire station, a doctor in a hospital and a baker in the bakery, whilst higher attaining pupils give reasons why they consider some buildings in their local area to be more attractive than others. There are good links with ICT, where pupils skilfully use a paint program to copy photographs taken by a digital camera of the different types of buildings near to their school.
138. The teaching observed during the week of inspection was satisfactory with some good practice. Where teaching is effective, teachers have a secure knowledge of the subject and plan a variety of challenging activities, which retain pupils' interest and motivation. In these lessons teachers explain tasks clearly and make appropriate interventions to support and guide pupils in their work. The pace of lessons is brisk and keeps pupils interested and working hard. Expectations are high in terms of behaviour and standards. Pupils' attitudes to geography are positive and even better where they are appropriately challenged. Boys and girls work sensibly in pairs, taking turns and sharing resources. This was evident in the lessons on matching the work that people do, to the different buildings. Pupils listen carefully to the ideas and views of others and contributed well to the interview with the 'fire person' in the 'hot-seat'. Discussions with pupils indicate that they enjoy finding out about their local area.
139. The co-ordinator has not held post for long but she is enthusiastic and has a good understanding of the subject. Since the last inspection, the school has adopted the national scheme of work. Currently, the monitoring of teaching and learning and the sharing of good practice are underdeveloped. Pupils' attainment and progress are satisfactorily assessed at the end of a unit of work. However, higher attaining pupils do not always get the extension work they need because assessment is not used well to target higher learning skills and develop critical thinking. Marking, although regularly carried out, is often limited to simple corrections, and comments do not specifically help pupils to develop their geographical skills, knowledge and understanding. Resources are unsatisfactory. There are not enough maps, atlases and globes, nor appropriate reference books available, for the pupils to use in their studies. However, a strength of the subject is the use the school makes of the immediate environment and visits to enhance the curriculum.

HISTORY

140. Due to timetabling arrangements, it was not possible to observe any history lessons. A judgement on teaching and learning is therefore not made. From an analysis of pupils' past work and discussion with pupils, both the standards achieved and the progress made are unsatisfactory. This shows a decline since the previous inspection when standards were in line with national expectations. Improvement is unsatisfactory.
141. By the age of seven, pupils have little knowledge of famous people from the past, and cannot clearly distinguish between fictional characters and real people. They do know about Florence Nightingale, whose life they have recently studied, the events in her life and why she acted as she did. Their recorded work shows letters written by soldiers, describing her work. However, the activity was not appropriate for lower attaining pupils who do not have the literacy skills for such recording. Pupils have made some comparison of articles past and present, for example toys and household articles, but from this show little understanding of how life in the past was different from today.
142. The curriculum for history is unsatisfactory and statutory requirements are not met. Although national guidelines have been introduced to help ensure continuity and progression in learning, insufficient time is allocated to the subject to allow for sufficient depth and breadth of study. The subject is taught in blocks with geography and design and technology. Year 1 pupils have had no history lessons this term, and therefore the ongoing use and development of subject skills has not been possible. Some assessment of pupils' work is made through classroom focus sheets, but this is not used to inform future planning for the subject. The co-ordinator is new to the post, and although planned, has had no opportunity to monitor classroom practice, and so evaluate what needs to be done to bring about improvements in teaching and learning. Resources for the subject are inadequate and this has a negative impact on standards. Visits to support learning have been made, for example to the Toy Museum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

143. Standards in ICT are in line with national expectations at the end of Year 2. This is similar to that reported in the last inspection. Since then, provision overall has improved considerably. An ICT suite has been established, the optional national scheme of work has been adopted, assessment procedures are in place, and teachers' confidence and competence are improving. The school has clear plans as to how this may be further improved in the future. The support given by teachers and learning support assistants ensures that pupils make satisfactory progress. Pupils with special educational needs and those for whom English is an additional language make good progress in this subject, so that by the time they leave the school, they have satisfactorily developed their skills, knowledge and understanding in ICT. Despite this, pupils still have limited planned opportunities to use computers to support and enhance their learning in other subjects of the curriculum. The range of skills that pupils bring with them from home is not always successfully extended. As a result, attainment and progress is limited and higher attaining pupils are not always sufficiently challenged.
144. By the age of seven, many pupils work with relative independence on the computers and have a developing understanding of the uses of ICT in the world around them. They learn about the uses of a digital camera and use a variety of programs with growing competence. Most pupils confidently log on and off the computer and many print and save their work with little adult support. Good links are made with art and design. For example, pupils competently use a paint program and using a variety of tools, such as the 'spray can' and the 'stamp', they create attractive 'tie-dye' and block print effects when decorating a design of 'Joseph's coat'. Year 1 pupils show familiarity with the keyboard functions and many skilfully use a mouse for pointing, selecting, dragging and moving items around the screen. They word process short sentences, and communicate their findings about their favourite food using computer-generated block graphs to good effect. Linked to their literacy lesson, many successfully design a space ship for 'Endor', their alien monster, using their knowledge of the 'undo' key to correct errors. Throughout the school, pupils develop an appropriate vocabulary and talk about computer hardware and operations using relevant technical vocabulary such as 'mouse', 'select', 'icon', and 'file' with accuracy. Although some use is made of computers to help with spellings and simple number bonds, pupils' previous work showed that the use of ICT has yet to make a significant impact on pupils' learning in all subjects of the curriculum.
145. Teaching and learning are good in Year 1 and satisfactory in Year 2. All pupils, including those with special educational needs and those at the early stages of learning English, make good progress due to the good support they receive. Teachers have at least a sound knowledge of the subject and many timetable extra sessions in the computer suite with their class to further extend and reinforce their pupils' skills. In the most effective practice, explanations and demonstrations of steps to be followed in using the program are clear and pupils know what they have to do. This was well demonstrated in a Year 1 lesson on designing a space ship for an alien monster. The teacher gave clear instructions using relevant vocabulary, which ensured that pupils knew how to use the 'undo' key or 'eraser' icon to correct errors. Pace is brisk which keeps pupils on task and praise well used to motivate and encourage participation in the lesson. There is an appropriate focus on relevant vocabulary, and questions are posed to check pupils' understanding. Help was given to pupils who struggled, and pupils were paired to make sure that all could access the work. An area of weakness in planning is that, although objectives are clear for the teaching of specific ICT skills, short-term plans do not identify when ICT will be used to support other subjects. Also the needs of all pupils, including those with special educational needs, English as additional language or of different abilities, are not always clearly identified.
146. Pupils clearly enjoy ICT, especially when using computers. They are highly motivated and most have positive attitudes towards learning. They enjoy their sessions in the computer suite and are reluctant to leave when the lesson ends. They talk with enthusiasm about their many successes and want to learn more. They thoroughly enjoy their work, as seen in a Year 1

lesson where pupils were using a paint program to draw a picture of Elmwood School. During a whole-class session in Year 2, pupils listened well and stayed on task for most of the time. They answered questions sensibly, handled all equipment with care and showed pleasure and amazement when their 'William Morris' patterns were duplicated on the screen. When working in pairs, pupils learn to share ideas and help each other to use the computer. This contributes well to their attainment. They confidently ask questions of their teachers, and understand about taking care of equipment and do so responsibly.

147. The subject is well managed so that all members of staff are enthusiastic and share a commitment to further develop the role of ICT in the curriculum. They have worked hard to improve their own understanding of the use of computers and are passing on their enthusiasm to the pupils. The co-ordinator is knowledgeable, and offers advice and support to colleagues in planning and teaching, but has had no opportunity to monitor teaching and learning in order to share good practice and help teachers identify opportunities for the wider use of computers. There is a policy document for ICT that is shortly to be replaced as it is out of date. Software is adequate to deliver all aspects of the curriculum and the range of hardware is very good, with a sufficient number of computers in the suite for pupils to work in pairs. Some classes have computers but these are underused to support learning. The next area planned for improvement is making greater use of assessment information in order to meet the needs of all pupils, especially the more able. This is currently unsatisfactory and rightly identified by the co-ordinator as an area for development.

MUSIC

148. At the time of the last inspection, provision for music was satisfactory, though there was no subject leader. This situation has been effectively remedied. An enthusiastic and knowledgeable co-ordinator is now in post and all aspects of the subject are now suitably covered and well taught.
149. Lessons in Years 1 and 2, a lunchtime choir and singing in assemblies were observed. Standards in music reach those expected for the pupils' age in both Year 1 and Year 2 in performing and composing, and in listening. However, when composing, there are often insufficient opportunities for pupils to discuss what they have heard and to use the comments of other pupils, as well as those of their teacher, to improve their performance. There are regular opportunities for pupils to perform their work at Christmas time, in assemblies and throughout the year, including performing at the music festival in Croydon. Year 2 pupils sing with confidence and keep in time well. Singing in assembly is at a satisfactory standard and is sometimes good when all pupils know the words, for example during the first verse of '*The bear went over the mountain*' and in '*Happy Birthday*,' which were sung enthusiastically and tunefully, although the latter was unaccompanied. Pupils in Year 2 are aware of dynamics and beat out a four-beat rhythm, using parts of their body and percussion instruments. Most of them are able to pitch a note accurately and select appropriate instruments to make suitable 'weather' sounds; for example, in work on the poem *The Storm* they chose bells, cymbals and drums to represent words like 'rain', 'lightning' and 'thunder'. At the end of the lesson, they performed their composition using un-pitched percussion instruments, and chanted the words of a poem, showing due attention to the mood of the piece and their audience. During assemblies, pupils listen to the chosen music of the week quietly, making reasonable suggestions about their feelings on hearing the music. This short time of listening is sufficient for pupils to absorb the mood of a piece, but could usefully be extended to teach pupils about the composer or the instruments of the orchestra. The lunchtime choir, that clearly enjoys singing, sing tunefully, following the rhythm appropriately when accompanied by the keyboard.

150. The quality of teaching and learning in music is good. In three out of five lessons, this good teaching is characterised by a high level of teacher confidence, and in two of these lessons, by a good understanding of the elements of music and how to improve a performance. Lessons are well planned and teachers prepare resources thoughtfully, ensuring that pupils choose instruments, experiment, share and perform without undue disturbance to others. Teachers have a reasonable knowledge of what pupils know and can do, and use this information appropriately when planning lessons. Instructions are clear and expectations are appropriate, though occasionally lacking in challenge. Pupils are suitably attentive and considerate when listening to the performance of others, particularly in one class, when the performance was made into an occasion, with pupils introducing their pieces and taking a bow at the end. Teachers usually make very positive comments when pupils have performed their work, pointing out good features, so that pupils are eager to compose and perform and put a high level of effort into their work. However, often, pupils are complimented too readily for very simple performances rather than being challenged to think about ways to improve. They are seldom asked to refine their work, for example, by thinking about the dynamics of a piece or suitability of instruments. Opportunities are limited to appraise professionally performed music to enhance their understanding of what makes a high quality performance.
151. Management of the subject is satisfactory, and music lessons foster a positive ethos of co-operation, supporting the school's aims well. All children, including those with special educational needs and English as an additional language, co-operate enthusiastically in music making. Music makes a good contribution to the pupils' spiritual development, as times for listening are valued. An African drummer, a Diwali assembly featuring music and dance, and Chinese and Indian music, give good opportunities for links with other cultures. Music from other cultures was used to good effect in one lesson to interest and enthuse Year 1 pupils. They gave their opinions of different rhythms and moods clearly and with feeling, recognising 'dancing' music which "could be from Mexico". The co-ordinator has recently had opportunities to support colleagues by working with them, although as yet there has been insufficient time to observe the quality of teaching. There is an adequate though unadventurous range of instruments for banging, shaking and tapping, with an emphasis on un-pitched instruments. The school library contains a reasonable selection of stories and reference books, which support pupils' understanding of instruments of the orchestra and the stories behind compositions. There is an appropriate supply of songbooks and tapes, although the range of examples of music by European composers is limited.

PHYSICAL EDUCATION

152. By the end of Year 2, pupils achieve standards which meet expectations for their age in physical education. During the inspection, lessons were observed in the hall, which involved gymnastic activities and ball skills. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress in their learning. They are supported effectively by teachers and benefit from working in small groups and teams, where they receive good support from classmates.
153. By the end of Year 2, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. Pupils show a good awareness of space, and change direction when moving around the hall. They show good skills in throwing and catching balls and learn how to throw underarm and control the bounce of the ball through a hoop. Pupils respond well to the teacher's challenge to use their bodies to create different building shapes. They compare the shapes they have made to a church steeple or a tall block of flats. This links well with their learning in geography. Pupils develop their social skills through learning the art of sportsmanship. They play fairly and show good co-operation, particularly at the end of lessons when taking part in team relays.
154. Of the four lessons observed, one was good, two were satisfactory and one was unsatisfactory. Strengths of teaching include sustained and rigorous warm-ups in which both

pupils and teacher take part enthusiastically. It was a delight to see the rhythmic response to the music of *Simon Says*. The emphasis of lessons is on the development of skills, with teachers and support staff helping pupils to improve their technique. However, there are definite weaknesses in teachers' subject knowledge and expertise, which restricts pupils from making better progress, as some teachers do not dress appropriately, check for health and safety issues and give clear demonstrations of good practice and technique.

155. The co-ordination of the subject is unsatisfactory at present as the designated person is only in a caretaking role. There is no one to organise the necessary staff training to help raise standards. Pupils develop their own personal skills by using the equipment at lunchtime but there are no sports clubs.

RELIGIOUS EDUCATION

156. Standards in religious education meet the requirements set out in the locally agreed syllabus. There are still some gaps in the knowledge and understanding of seven year olds. This is because a new agreed syllabus has just been implemented and therefore standards cannot be compared to those mentioned in the previous report. However, there are few visits or visitors from the different faith communities. Major festivals of the world faiths are not always celebrated.

157. The quality of teaching and learning is satisfactory overall, although during the inspection some very good teaching was seen. Teachers have sound knowledge and understanding of the subject, plan effectively and relate the moral issues to a religious base. They make appropriate use of religious objects from Christianity, Hinduism and Judaism both in teaching and in display. This helps foster a strong sense of respect for the range of religious beliefs in the school, which is reinforced by pupils' learning in art and in assemblies. The festivals of Light, Christmas and Easter have been celebrated in the assemblies. In a minority of lessons in which the diverse faiths among the pupils are not fully used, teaching is less effective. Teachers do not yet assess pupils' achievements against the attainment targets of the agreed syllabus. This leads them to plan work that is not always matched to pupils' needs, including the needs of higher attaining pupils and those with special educational needs. This is preventing the school from gaining full benefit from the good teaching in individual lessons.

158. Learning is enhanced by a good range of teaching methods, many of which give pupils direct experience of religious belief and enthuse them. Some older pupils develop a wider appreciation and understanding of the Jewish faith when they light the candles for the festival of Chanukah. They learn the reasons for lighting the candles and express their own opinions about religious tolerance. This contributes to their spiritual development. Younger pupils learn about the Christian faith and relate it to their own experiences of church going. They write their own prayers, and understand what one might thank God for. However, lessons are often very teacher directed and there are missed opportunities for the further development of speaking and listening, reading and writing skills.

159. Work in religious education does not make an effective contribution to pupils' literacy skills. Pupils are not encouraged to write independently and work is not always recorded. There are too few links between religious education and the literacy hour, and limited use is made of ICT to enhance learning in the subject. The subject co-ordinators are new to the role, and have yet to monitor the quality of teaching and learning. Nevertheless, the good quality of teaching in individual classes, and the respect with which the subject is treated by pupils and teachers throughout the school, put it in a good position to make further improvements.