

# INSPECTION REPORT

## **MAYTREE NURSERY AND INFANT SCHOOL**

Southampton

LEA area: Southampton

Unique reference number: 116093

Headteacher: Mr R May

Reporting inspector: Mrs L Brackstone  
21892

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> May 2000

Inspection number: 194519

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                      |
|------------------------------|--------------------------------------|
| Type of school:              | Nursery and Infant                   |
| School category:             | Community                            |
| Age range of pupils:         | 3 to 7                               |
| Gender of pupils:            | Mixed                                |
| School address:              | Derby Rd<br>Southampton<br>Hampshire |
| Postcode:                    | SO14 0DY                             |
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| Appropriate authority:       | The Governing Body                   |
| Name of chair of governors:  | Chris Baldwin                        |
| Date of previous inspection: | 27 <sup>th</sup> January 1997        |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members     |                      | Subject responsibilities  | Aspect responsibilities  |
|------------------|----------------------|---|--|
| Lorna Brackstone | Registered Inspector | Under fives (Personal and social development)<br>Geography<br>History   | What sort of school is it?<br>What should the school do to improve further?<br>The school's results and pupils' achievements<br>How well are the pupils taught?<br>How well is the school led and managed? |
| Tony Comer       | Lay Inspector        |   | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?  |
| Phil Innes       | Team Inspector       | Under fives (Mathematics)<br>Mathematics<br>Information technology<br>Equal opportunities   | How good are the curricular and other opportunities offered to pupils?   |
| Thelma Edwards   | Team Inspector       | Under fives (Knowledge and understanding;<br>Creative development)<br>Science<br>Design and technology<br>Music<br>Religious education<br>English as an additional language |  |
| Lindsay Howard   | Team Inspector       | Under fives (Language and literacy; Physical development)<br>English<br>Art<br>Physical education<br>Special educational needs  |  |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Maytree Nursery and Infants School is an average sized school serving a well - defined inner-city area of terraced housing and high unemployment. The surrounding community is predominantly Asian who come from different regions of India, Pakistan and Bangladesh. There is a strong community spirit, which is close-knit and keen to maintain its rich and diverse religious, cultural and linguistic traditions. The percentage of pupils who speak English as an additional language is 89.2 per cent and this is very high. The percentage of pupils known to be eligible for free school meals is over 40 per cent and this is above the national average. The percentage of pupils identified as having special educational needs is nearly 25 per cent and this is above the national average. There is one pupil who has a statement for special educational needs. The school aims to address the specific needs of the wide range of pupils from the local community and provide new interests for the children. The school believes it is important to be sensitive to the needs of all their pupils. Children enter the nursery when they are three and a half. Their attainment is well below that expected for this age. The vast majority of pupils transfer to one of three reception classes when they are a rising five and although progress in the nursery is good, attainment is still below that expected for their age. Many pupils also join the school at various stages during Key Stage 1 with no experience of spoken English and very little confidence.

### **HOW GOOD THE SCHOOL IS**

Maytree Nursery and Infants School is an effective school, which successfully meets its aims. The majority of children enter school with poorly developed skills and most have little or no understanding of English. Successful targeting and support for all pupils, combined with good teaching, is enabling pupils to progress well. They learn within a caring environment where all staff share a common purpose and work well together as a team. Both the headteacher and governors are committed to ensuring that the pupils receive the best possible education. Funding provided to support pupils with special educational needs and those for whom English is an additional language is used to good effect. The school provides good value for money.

#### **What the school does well**

- The quality of teaching is consistently good.
- All pupils, including those with special educational needs and those who use English as an additional language, make good progress throughout the school.
- Children have good attitudes to the school and behaviour is generally good.
- Personal development and relationships are good.
- Both the quality and range of learning opportunities are good.
- Provision for pupils' personal development is good.
- Good procedures for monitoring and improving attendance are in place.
- Procedures for child protection and for ensuring pupils' welfare are good.
- Good use is made of available resources and principles of best value are applied well.
- Provision for pupils for whom English is an additional language is good.

#### **What could be improved**

- The long periods of time taken by pupils for holidays during term time.
- The use of on-going assessment to inform teachers planning.
- The monitoring, evaluation and development of teaching by both the headteacher and subject co-ordinators.

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

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

The school was last inspected in January 1997 and has made satisfactory progress in addressing the issues raised for action. Inspection findings indicate that standards in mathematics are broadly average, but are below the national average in both English and science. However, it is clear that all pupils throughout the school are making good progress in relation to their prior attainment. This is

particularly evident in the current Year 2 cohort where there are a significant number of pupils with both behavioural and learning difficulties. During the past three years, the school has endeavoured to improve its provision for foundation subjects amidst the various constraints of time. This is presently under review in preparation for the new curriculum, which is to be introduced next term. Pupils' experiences have been satisfactorily extended beyond their immediate locality. A particularly successful initiative has been the link with another Infant school in a contrasting area on the outskirts of Southampton. This has given the pupils at Maytree opportunities for a wealth of exciting new experiences and has been of mutual benefit to both schools. Although teaching has improved since the last inspection, weaknesses, which were identified in monitoring procedures, have not been addressed.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | E             | E    | E    | E               |
| Mathematics     | E             | E    | E    | E               |
| Science         | E             | E    | E    | E               |

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

The majority of children start school with knowledge, skills and understanding in all areas of learning that are well below average levels for this age. Children make good progress in both the nursery unit and reception classes, but nearly all fall short of achieving the targets set for five year olds. In the 1999 National Curriculum English tests at Key Stage 1, results were very low in comparison with the national average for reading and well below for writing. In comparison with similar schools, results were below average for both reading and writing. Inspection findings confirm this picture. In the 1999 National Curriculum tests in mathematics for seven year olds, results were well below the national average and below average for similar schools. Inspection findings indicate that current standards at the end of Year 2 are broadly in line with national averages. In the 1999 tests in science at Key Stage 1, results were broadly in line with the national average. Inspection findings indicate that the current Year 2 pupils are achieving below the national average. Standards in both reading and mathematics have been very low in comparison with the national average, taking the four years from 1996 to 1999. Standards in writing over the same period have been well below the national average. Standards in reading and writing have fluctuated over the same period and a considerable dip in results was recorded in the results of 1997. There are no significant differences in the achievement of boys and girls in reading, but in writing and mathematics girls perform less well. Pupils with special educational needs and those for whom English is an additional language make good progress also. The school is eager to improve standards and carefully analyses the results of the national tests. Realistic targets have been set in line with national initiatives. Taking into account the current high number of pupils with special educational needs, those for whom use English as an additional language, and the high pupil mobility, the overall picture is one of improving standards. The school has worked hard to improve and this is reflected in the good progress made by the pupils.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils keenly become involved in activities and attitudes to learning are positive.  |
| Behaviour, in and out of classrooms    | Behaviour both in and out of lessons is good. Pupils cooperate well in small groups and work together constructively in lessons. |
| Personal development and relationships | The pupils' personal development and relationships are good. Pupils willingly accept responsibility.                             |
| Attendance                             | Attendance is poor.  |

Pupils respect each other's feelings and beliefs and there is no evidence of any oppressive behaviour. Relationships between pupils, and between pupils and adults, are good. Most pupils are willing and confident to talk openly to adults about school and their work. However, levels of attendance have declined since the last inspection.

## TEACHING AND LEARNING

| Teaching of pupils:  | Aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | Good               | Good           |

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

The quality of teaching is consistently good. In 98 per cent of the lessons observed the teaching was satisfactory or better and was good in 87 per cent of lessons. Teaching in nine per cent of lessons was very good. Only one lesson was unsatisfactory. Overall, the quality of teaching has improved since the last inspection when, although there was no unsatisfactory teaching observed, it was judged to be consistently satisfactory.

The teaching of those children who are under five is consistently good and there are occasions when it is very good. At Key Stage 1, the skills of both literacy and numeracy are taught well and learning objectives are successfully shared with the pupils. Teachers have a secure knowledge and understanding of the subjects they are required to teach and their planning is thorough. However, although pupils make good progress, insufficient use is made of assessment as the starting point for their teaching and this is a weakness.



## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The children under - five are provided with a good range of learning opportunities. The curriculum in Key Stage 1 is interesting and relevant and meets statutory requirements.        |
| Provision for pupils with special educational needs   | The good support provided enables these pupils to make good progress.  |
| Provision for pupils with English as an additional language                                 | Provision is good, ensuring that pupils make good progress and are given equal access to the curriculum.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good, overall. Moral development is very good and pupils clearly know the difference between right and wrong. Pupils' spiritual, social and cultural development is good. |
| How well the school cares for its pupils  | Procedures for child protection and for ensuring pupils' welfare are good. Use of assessment to guide curricular planning is not sufficiently developed.                               |

In the nursery and for the under-fives in the reception class, teachers plan a balanced programme of lessons centred around the recommended areas of learning. A good feature of the curriculum is the way in which children are encouraged to plan some of the work for themselves. Guided very well by teachers and assistants, children begin to take responsibility and evaluate how well they have done in their chosen tasks. For pupils aged between five and seven years of age, the range of learning opportunities is equally varied and interesting. The good standard of care has a beneficial effect on their progress and personal development. Although there are good procedures for assessment, systems are not sufficiently developed to inform planning for both lessons and individual pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Both the headteacher and staff share a common purpose and have taken steps to improve the achievement of all pupils. Teamwork is well established and the school has identified the right tasks for the future. Staff with particular responsibilities are not always given sufficient opportunities to evaluate the success of initiatives. |
| How well the governors fulfil their responsibilities             | The governors support the school well and fulfil their responsibilities. Financial expenditure is monitored prudently.   |
| The school's evaluation of its performance                       | The quality of teaching, and its impact on both behaviour and learning, is not systematically monitored.   |
| The strategic use of resources                                   | Specific grants are used well. Levels of staff are good and both teachers and support staff are well deployed.   |

The school has a good number of staff to deliver the curriculum. The accommodation is adequate and there are sufficient learning resources. The aims and values of the school are met well and the action taken to meet the school's targets is good. Priorities for development are appropriate and well supported through financial planning. Principles of best value are successfully applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"><li>• Their children like school.</li><li>• They are comfortable approaching the school and asking the staff questions.</li><li>• They feel that the school has high expectations for their children.</li><li>• They consider the teaching to be good.</li></ul> | <ul style="list-style-type: none"><li>• The right amount of homework given to pupils.</li><li>• A wider range of activities provided outside of lessons.</li></ul> |

Only 49 of the 200 questionnaires sent out were returned. Therefore, these views are based on a small number of returns. Inspectors fully endorse the positive views of the parents. However, inspection evidence indicates that pupils are given an appropriate amount of homework and the range of activities, which are organised outside of lessons, are good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Taking into account the high number of pupils with special educational needs, those for whom English is an additional language and the high pupil mobility, the overall picture is one of improving standards. The school has worked hard to improve and this is reflected in the good progress made by the pupils.
2. The majority of children start school with knowledge, skills and understanding in all areas of learning that are well below average levels for this age. Children make good progress in both the nursery unit and reception classes but, by the age of five, standards in literacy are still below expectations. By five, attainment in numeracy is also below expectations. Nearly all children fall short of achieving the targets set for five year olds.
3. In the 1999 National Curriculum English tests at Key Stage 1, results were very low in comparison with the national average for reading and well below for writing. In comparison with similar schools, results were well below average for both reading and writing. Inspection findings confirm this picture. Pupils use a limited variety and choice of words in their speech, but most do try to listen carefully. In reading, they try to use phonic strategies they have learnt, but their spoken language is limited. They make a slow start to writing and struggle with basic spellings and punctuation. However, many of the pupils join the school during the Key Stage 1 years, some have special educational needs and nearly all have English as an additional language. If the results of pupils with special educational needs and those who joined the school later are removed, the attainment of the remainder of the pupils, including those with English as an additional language, is very good when compared with all schools and with similar schools. For example, about 90 per cent of these pupils gain the expected level 2 and above.
4. In the 1999 National Curriculum tests in mathematics for seven year olds, results were well below the national average and below average for similar schools. Inspection findings indicate that standards are broadly in line with national averages. A particular strength is pupils' mental agility with numbers, which has been developed well during the numeracy hour. By the end of Key Stage 1, pupils count in two's, five's and ten's, using a hundred square grid. They add and subtract up to ten, with the higher attainers using numbers up to twenty. They solve simple written problems, show some understanding of data and know how to make whole objects into halves.
5. In the 1999 tests in science at Key Stage 1, results were broadly in line with the national average. Pupils were recorded as having very high results in the knowledge of materials and their properties and an understanding of both lives and living processes and physical processes. Pupils are able to take part appropriately in investigative work and satisfactorily record their findings. Inspection findings indicate that the current Year 2 pupils are achieving below the national average.
6. Standards in both reading and mathematics have been very low in comparison with the national average, taking the four years from 1996 to 1999. Standards in writing over the same period have been well below the national average. Standards in reading and writing have fluctuated over the same period and a considerable dip in results was recorded in 1997. There are no significant differences in the achievement of boys and girls in reading, but in writing and mathematics, girls perform less well.
7. Overall, standards in information and communication technology are below expectations at the end of Key Stage 1. By the end of Year 2, most pupils are confident with a mouse and use the keyboard with developing success. Standards in religious education are broadly in line with expected levels of the locally agreed syllabus. Pupils make good progress in design and technology, geography, history, physical education, music and art.

8. Overall, progress throughout the school is good. The current emphasis on literacy and numeracy is proving successful; both national initiatives benefit from effective management, good teaching and successful implementation.
9. Many of the pupils join the school during the Key Stage 1 years, some have special educational needs and nearly all have English as an additional language. If the results of pupils with special educational needs and those who joined the school later are removed, the attainment of the remainder of the pupils, including those with English as an additional language, is very good when compared with all schools and with similar schools. For example, about ninety per cent of these pupils gain the expected level 2 and above.
10. Those pupils with special educational needs make good progress. Detailed individual education plans and targets are clear and pupils are developing an understanding of what they are doing. Pupils for whom English is an additional language also make good progress in speaking, listening and in literacy. This helps them made good progress in all other areas of the curriculum.
11. The school is eager to improve standards and carefully analyses the results of the national tests. Realistic targets have been set in line with national initiatives. The school is well placed to meet these, given the good teaching, the focus of raising standards and the positive attitudes of the pupils to learning.

### **Pupils' attitudes, values and personal development**

12. The pupils' attitudes to school are good. Parents believe that their children enjoy coming to school, a view confirmed by the pupils themselves. Despite the fact that, for the majority, English is not their mother tongue, they show interest in lessons and are keen to be involved in discussions and activities.
13. Behaviour is good and there have been no exclusions during the last school year. Pupils respect each other's feelings and beliefs and there is no evidence of any oppressive behaviour. They play together happily and enthusiastically in the playground and move sensibly around the school.
14. Relationships between pupils and between pupils and adults are good. Most pupils are willing and confident to talk openly to adults about school and their work. The personal and social curriculum is due to be revised, but staff take every opportunity to promote these skills and to encourage independence of action and learning, exemplified by an assembly held during the inspection. The range and number of school trips has been increased since the last inspection to provide greater opportunities for pupils to enhance their personal development. Pupils respond well to opportunities for accepting responsibility and showing initiative.
15. Pupils' attendance is poor and is significantly worse than it was at the time of last inspection. Despite the school's efforts to encourage regular attendance and punctuality by constant reminders and through the home-school agreement, as well as the continuous and sensitive monitoring procedures, many pupils are absent for prolonged periods of the school year.
16. The good attitudes, behaviour and personal development of pupils make a significant contribution to effective learning, but the poor attendance record of a significant number of pupils means that many are not being given the opportunity to achieve their full potential.

## HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is consistently good. In 98 per cent of the lessons observed the teaching was satisfactory or better and was good in 87 per cent of lessons. Teaching in nine per cent of lessons was very good. Only one lesson was unsatisfactory. Overall, the quality of teaching has improved since the last inspection when, although there was no unsatisfactory teaching observed, it was judged to be consistently satisfactory. In almost all of the lessons, the pupils learn effectively, acquiring new skills and consolidating previous learning.
18. The teaching of those pupils who are under five is consistently good and there are occasions when it is very good. Teachers, nursery nurses and bilingual assistants work very well as a team and give a high priority to the development of the children's language, literacy and numeracy. They have a very good understanding of the ways in which young children learn and are sensitive to their individual needs. The staff work hard to provide an appropriate and stimulating range of learning activities for the children. The response by the children is very positive; they are interested in their work and concentrate well. This is clearly evident in their independent activity sessions when they are all very actively involved. The planning and assessment procedures are very good and they are carefully used to inform the planning for future work. As a result, children are well motivated and they make good progress in their learning. The lessons are conducted in a calm, orderly manner and the children are managed very well.
19. All of the teachers in the school have a thorough knowledge of the requirements of the National Literacy Strategy. The skills of literacy are taught well. They prepare their work well and identify precise learning targets that are conveyed to the pupils. This results in pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils to think carefully before they answer and very good use is made of the bilingual support assistants to ensure that all pupils gain equal access to the lesson. The questions develop pupils' understanding of the shared text and the group tasks are carefully matched to their abilities. The pupils' self-confidence improves when they are praised and encouraged. The teachers' competency in teaching phonics is good and key words are taught systematically in all classes. In a high quality lesson with older reception pupils, the teacher used very good strategies to encourage an independent response to rhyming words. This also enabled higher attaining pupils to work at their own speed and achieve good levels of understanding. Overall, pupils work at a good pace during the literacy sessions and their concentration is maintained throughout the lesson. Teachers generally have high expectations of behaviour and pupils respond appropriately when working in groups. Work is carefully planned and activities match the needs of the pupils. Both teachers and classroom assistants support the different groups well.
20. The teachers have a secure knowledge and understanding of the subjects they are required to teach and this is demonstrated in the range and quality of the work that is produced by pupils in mathematics. The teachers make good use of the objectives listed in the Numeracy Framework. Their planning is thorough. In most lessons, pupils are given challenging tasks and support from classroom assistants is always good. For example, in a good lesson in a Year 1 class, pupils were able to select signs and numerals accurately through the use of very good resources and high quality intervention by adults. The teachers always begin with carefully directed whole - class teaching and use well - focused questions, which enable them to check the level of pupils' understanding. This is followed by small group and, on occasions, individual work that is matched carefully to the learning targets. The pupils are required to work at a brisk pace.
21. There is good teaching in all subjects and in almost all lessons the teachers' expectations of high standards of discipline contribute to the good progress made by the pupils. There is generally a calm and purposeful atmosphere in most lessons. Pupils quickly settle to work and maintain their concentration, even when not directly supervised. The rate and pace of learning is good. They are motivated by the level of teaching, concentrate well and improve their skills. The knowledge and understanding of the teachers is good. The pupils are given

good feedback on how they are doing and how to improve, both as they work and through comments in books.

22. The pupils are given good opportunities to use their literacy skills in history and numeracy is promoted well in geography. The pupils with special educational needs and those for whom English is an additional language make good progress as a result of effective teaching that takes into account all of their needs. Through individual teaching from support assistants who interpret both learning and language needs, they are able to develop their knowledge and understanding at the same rate as their peers.
23. Although pupils in Key Stage 1 make good progress, insufficient use is made of assessment as the starting point for their teaching. Only one unsatisfactory lesson was observed and this was in physical education. Pupils arrived in the hall for the lesson in an overheated and excited state, as a direct result of a lunchtime exposed to the direct sunlight outside in the unprotected playground area. Although this was a contributory factor to the unsatisfactory behaviour, learning opportunities were lost through lack of pace, challenge and control.
24. Teachers provide good support through tasks, which are well matched to prior attainment. Good use is made of the high quality bi-lingual and special needs assistants. Pupils with learning difficulties make progress in line with their peers. Pupils with specific physical needs, such as cerebral palsy and visual impairment, make good progress through the support of designated assistants and the school's commitment to inclusion. Pupils with emotional and behavioural difficulties also receive specific help. Even although some of their needs are quite complex, they make good progress.

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

25. Since the last inspection, the school has continued to provide a varied and interesting range of activities for all pupils. The curriculum meets the requirements for children who are under five and the National Curriculum for pupils from five to seven years of age.
26. In the nursery and for the under-fives in the reception class, teachers plan a balanced programme of lessons centred around the required learning areas of language and literacy, mathematics, knowledge and understanding of the world, as well as personal, social, physical and creative development. A good feature of the curriculum is where children are encouraged to plan some of the work for themselves. Guided very well by teachers and assistants, children begin to take responsibility and evaluate how well they have done in their chosen tasks.
27. For pupils aged between five and seven years of age, the range of learning opportunities is equally varied and interesting. Except for some lack of opportunity for information technology, planning is thorough. The school has made a good start in implementing the national requirements for literacy and numeracy. A major part of the teaching day is taken up with lessons for language, literacy and mathematical skill development. Lesson time is used well and pupils are making good progress due to this emphasis. The rest of the time is devoted to teaching the other requirements of the National Curriculum, encouraging independence in pupils and in providing activities to increase competence where pupils' skills and capabilities are known to be weak.
28. Most of the policies provide guidance for what is to be covered and how a subject should be taught, but are out of date. However, there are adequate plans within the school development plan to take account of the new Curriculum 2000.
29. A sufficient number of out of lesson activities enrich the formal curriculum. The school maintains good links with other schools and training consortia to assist in modifying and improving important parts of the curriculum such as literacy, numeracy and information technology. Strong links with the community promote pupils' learning and visitors to the school enrich their understanding.

30. The statutory requirements for sex education are met. The school has chosen not to formally teach this aspect of personal development, but provision for health education, including the attention to drugs misuse, is dealt with in appropriate aspects of the curriculum. In Key Stage 1, issues concerning personal and social education are covered in 'discussion time'. The curriculum for religious education is based on the recommendations of the locally agreed syllabus and includes a number of world faiths. The school has chosen to gain exemption from aspects of collective worship due to the wide range of ethnic beliefs.
31. The curriculum provides good equality of access for all pupils. Provision and planning for pupils with English as an additional language or special educational needs is good. Appropriate individual educational plans are in place. These are reviewed regularly and specify achievable targets that are matched to the needs of individual pupils.
32. Overall provision for the spiritual, moral, social and cultural development of pupils is good. The good features of the last inspection have been maintained and are achieved through the positive ethos and the clear and consistent values the school promotes.
33. Provision for the pupils' spiritual development is fostered mainly through study of the major cultures within the school. Pupils are given satisfactory opportunities to reflect upon their feelings. However, planned opportunities to encourage pupils' spiritual development more widely through other areas of the curriculum are limited.
34. The provision for moral development remains strong. Good values are fostered through the supportive relationships that exist in classrooms between teachers and pupils, and through the very good example set by staff working in the school. Behaviour in the playground and general movement around the school are good. Pupils are provided with opportunities to distinguish clearly between right and wrong. They are reminded of shared values and beliefs in the day-to-day life of the school and discuss moral issues during 'discussion time' and assemblies. Pupils are encouraged to be polite, courteous and friendly. Parents are appreciative of the school's role in promoting good behaviour.
35. Social development continues to be successfully promoted. The school ethos enables pupils to assume responsibility, to care for others and to respect property. Pupils are encouraged to willingly carry out a variety of responsibilities, such as acting as resource helpers. Numerous opportunities are provided for pupils to discuss work together. Good opportunities for social development are further provided through educational visits to local places of interest and a wide variety of extra-curricular activities such as dance and games.
36. The provision for cultural development remains good and there is a strong emphasis on ethnic diversity, which is helped by good staff expertise. The school enriches the pupils' knowledge of their own and European culture in a number of ways and there are good opportunities for music, dance and singing.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. The support and guidance which pupils receive, both formal and informal, is good and parents appreciate the openness and approachability of staff. The teaching and non-teaching staff know the pupils well and respond to their needs. Overall, the school has maintained a good standard of care for its pupils since the last inspection and this has a beneficial effect on their progress and personal development.
38. Effective procedures for assessment that were highlighted in the last report have been maintained well, apart from the quality of some marking of pupils' work, which is inconsistent. Procedures for assessing children's attainment and the use made of regular or standard assessments are good and very good in the nursery and part of the reception. A particular strength is the way in which information from the initial assessment of children when they arrive in school is used to predict future performance. However, although there are good procedures for assessment in Key Stage 1, systems are not sufficiently developed to inform planning for both lessons and individual pupils. The school is aware of this weakness and is

in the process of developing evaluation sheets where weaknesses are noted down so that pupils' problems and difficulties can be acted upon. These will then be used to set targets for improvement.

39. Teachers have started to re-establish and build on a collection of samples of pupils' work that exemplify attainment at different National Curriculum levels in English, mathematics and science. This helps to ensure that judgements of standards are consistent. There is little formal assessment and this is an area for improvement recommended by advisory inspectors. Marking of work is mostly supportive, but some is unmarked and too much is merely ticked. The school emphasises one to one verbal dialogue where personal targets are regularly discussed with each pupil. Their annual reports in all years are balanced in descriptive and evaluative comments, but too little is made of the progress pupils make. Homework is set regularly and mostly emphasises aspects of English and mathematics. Some parents are not as happy as they were at the last inspection with the inconsistency of present homework provision, but inspection findings cannot justify their concerns.
40. The quality of individual education plans is good. Targets are clearly set out and in achievable small steps. Class teachers use the plans when planning for the whole class. Plans are kept in the classrooms and are often referred to. The school makes appropriate contact with outside agencies whose work is valued. Reviews are held regularly and pupils do move off the register or on to other stages.
41. Procedures for monitoring personal development are not yet fully formulated and, therefore, cannot be used effectively to assess pupils' progress or to help with curricular planning. The school's personal and social education curriculum is due to be reviewed before the start of the next school year. Pupils with special educational needs and those for whom English is an additional language receive good support.
42. The school's policies and procedures successfully promote discipline, good behaviour and health and safety. Procedures for child protection and ensuring pupils' welfare are good and meet all requirements. Procedures for recording and monitoring visitors to the school are not being used consistently.
43. Procedures for recording and monitoring attendance are comprehensive and are well understood by parents. The school tries to ensure, in a sensitive manner, that pupils attend regularly and punctually. However, since the last inspection and during the current school year, attendance has declined and is poor. The imminent appointment of a home-school liaison officer may help to address this issue.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. The school's partnership with parents is satisfactory. However, their contribution to, and involvement with their children's learning at both school and home, is having less impact than at the time of the last inspection.
45. There is effective communication between the school and parents, with information provided through newsletters, parents' meetings and annual reports. Provision for those parents who use English as an additional language is good. However, the annual reports do not give sufficient information about their progress, compared with the national average. Information technology is not reported on separately as required.
46. The school makes significant efforts to encourage parental involvement in the life of the school, but these have had only moderate success. There is a family group that meets weekly and parents are also invited to attend 'open classes' regularly. They are encouraged to use both the school shop and library to either purchase or borrow items that may help them support their children at home. The home-school agreement has been acknowledged by just over half of all parents. Co-operation from some parents in the school's efforts to improve attendance is minimal.



47. Overall, parents are happy with what the school provides and achieves. There is a significant minority of parents who are dissatisfied with the amount of homework provided and with the range of activities that are provided outside lessons. However, inspection evidence confirms that within the context of the school there is an appropriate amount of homework given to the pupils and there are a good range of extra-curricular activities is provided.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. Both the headteacher and all staff share a common purpose and have taken steps to improve the achievement of all pupils. Teamwork is well-established, the school has identified the right tasks for the future and is well placed to succeed. Most of the school's efforts have been directed at introducing and bringing about improvements in English and mathematics, so the work of these subject leaders has been more prominent in recent years. In other subjects, development has not moved at such a fast pace. The majority of subject leaders are clear about areas that need to be improved and have clear plans to move developments on. However, their work is not directed closely enough at monitoring the work undertaken in subjects, pinpointing weaknesses and bringing about improvements. This was an area that was identified as a weakness in the previous report. Whilst the school is aware of the bigger picture of its performance in tests, it does not always pick up on other issues. The headteacher does not consistently monitor the quality of teaching and successful teaching is not shared. This was identified in the last inspection as a weakness.
49. The special needs co-ordinator works hard to ensure appropriate provision and keeps up to date with current thinking and requirements through reading and attending courses. There are adequate resources to support these pupils.
50. Many of the governors are actively involved in the daily life of the school, either as voluntary helpers or staff. The governor responsible for special educational needs liaises closely with staff co-ordinator and is involved in the provision on a regular basis. Governors have an appropriate understanding of how the school is progressing and fulfil all of their statutory responsibilities. The headteacher and governors compare the school's performance and the standards achieved with all schools and those with a similar intake. They are committed to ensuring that the pupils receive the best possible education.
51. The management of the school's finances is good. The headteacher provides regular reports to the governors who review the budget in detail. The school development plan drives well the financial planning in the school. For example, money has been carried forward to increase resources for the teaching of information technology. The day-to-day administration of the school finances is undertaken efficiently. Administrative staff support the school very well, working to aid its smooth running and keeping intrusion into the working day of pupils and staff to a minimum. The recommendations raised in the last auditor's report into the school's finances have been dealt with appropriately. Funds allocated to both special educational needs and to support pupils who use English as an additional language from outside agencies are used to good effect.
52. The school has a good number of teaching staff who are appropriately qualified and experienced to teach both nursery and Key Stage 1 children. The good number of support staff, including those involved with special educational needs and English as an additional language, are highly valued and work in an effective partnership to provide an education of good quality for all children. The school has good systems for the induction of staff new to the school and provides good support for both newly qualified teachers and students from their partner institutions.
53. The school's accommodation is adequate and is satisfactorily maintained by cleaning staff. The whole learning environment is enhanced through interactive displays and celebrations of children's work. Resources for learning are sufficient to support all the areas of the curriculum, especially in numeracy sessions where the pupils are well supported by good quality equipment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve standards of attainment and progress, the school should:

- i. halt the declining attendance rate by extending the range of strategies used to ensure that pupils attend regularly and get consistent opportunities to learn;

*(paragraph 15)*

- ii. improve the regular assessment of pupils' achievements in Key Stage 1 by:

- a. reviewing the best practice in school and using it to inform lesson planning;
- b. ensuring that teachers' day-to-day assessment is sufficiently thorough;

*(paragraph 38)*

- iii. develop a shared understanding of good practice and introduce consistent methods of monitoring and evaluating the quality of teaching by:

- a. agreeing a common format for evaluation and identifying clear targets for improvement;
- b. ensuring that both the headteacher and subject co-ordinators systematically monitor the quality of teaching;

*(paragraph 48)*

- iv. provide more opportunities for pupils to use information technology to support other areas of the curriculum.

*(paragraph 94)*

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

- improve the outside playtime facilities by:
  - ensuring that the pupils have shady places to protect themselves from the direct sun;
  - providing areas where pupils are able to participate in quiet activities with friends.

*(Paragraph 23)*

## ENGLISH AS AN ADDITIONAL LANGUAGE

54. There are 160 pupils in the school for whom English is an additional language and all but two of these are supported in their learning through funding from the Ethnic Minority Achievement Grant.
55. The funding is well used to provide extra adult support for the pupils. In every year group there are bilingual assistants who are able to talk to the pupils in their mother tongues, help them with their work, sometimes translating to ensure they understand, and assist in the assessment of their progress. The bilingual assistants also talk frequently to parents in their own language, usually at the beginning or end of the day. All of the pupils enjoy story-time. The bilingual assistants take mother-tongue stories on one afternoon in the week so that pupils can listen to stories in their home language. The pupils mostly come into school with very little English. By the time they reach Year 2, many understand enough to work reasonably comfortably in English. The funding is being effectively used and pupils make good progress.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 54 |
| Number of discussions with staff, governors, other adults and pupils | 25 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 9         | 78   | 11           | 2              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR – Y2 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 40      | 161     |
| Number of full-time pupils eligible for free school meals        | 0       | 51      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 1       |
| Number of pupils on the school's special educational needs register | 2       | 47      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 160          |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 20           |
| Pupils who left the school other than at the usual time of leaving           | 22           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 7.2 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 3.7 |
| National comparative data | 0.5 |

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

### Attainment at the end of Key Stage 1

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 1999 | 17   | 29    | 46    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 8 (11)  | 9 (13)  | 12 (13)     |
|   | Girls    | 18 (5)  | 19 (5)  | 20 (7)      |
|   | Total    | 26 (16) | 28 (18) | 32 (20)     |
| Percentage of pupils at NC level 2 or above | School   | 57 (51) | 61 (56) | 70 (63)     |
|   | National | 82 (80) | 83 (81) | 87 (84)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 9 (14)  | 13 (14)     | 10 (16) |
|   | Girls    | 18 (7)  | 23 (7)      | 24 (7)  |
|   | Total    | 27 (21) | 36 (21)     | 34 (23) |
| Percentage of pupils at NC level 2 or above | School   | 59 (65) | 78 (66)     | 77 (72) |
|   | National | 82 (81) | 86 (85)     | 87 (86) |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 41           |
| Pakistani                       | 36           |
| Bangladeshi                     | 9            |
| Chinese                         | 0            |
| White                           | 19           |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y2**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 8  |
| Number of pupils per qualified teacher   | 23 |
| Average class size                       | 20 |

#### **Education support staff: YR – Y2**

|   |     |
|---|-----|
| Total number of education support staff | 12  |
| Total aggregate hours worked per week   | 302 |

#### **Qualified teachers and support staff: nursery**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 2  |
| Number of pupils per qualified teacher   | 20 |

|   |     |
|---|-----|
| Total number of education support staff | 4   |
| Total aggregate hours worked per week   | 103 |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | 6.7 |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 1998    |
|  | £       |
| Total income                               | 553,035 |
| Total expenditure                          | 533,063 |
| Expenditure per pupil                      | 2,240   |
| Balance brought forward from previous year | -2,755  |
| Balance carried forward to next year       | 17,217  |

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 200 |
| Number of questionnaires returned | 49  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 84             | 16            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 57             | 35            | 4                | 2                 | 2          |
| Behaviour in the school is good.   | 55             | 29            | 6                | 2                 | 8          |
| My child gets the right amount of work to do at home.                              | 47             | 12            | 8                | 10                | 12         |
| The teaching is good.  | 76             | 14            | 6                | 0                 | 4          |
| I am kept well informed about how my child is getting on.                          | 65             | 24            | 6                | 4                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 78             | 12            | 6                | 4                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 69             | 20            | 2                | 2                 | 6          |
| The school works closely with parents.   | 55             | 31            | 12               | 0                 | 2          |
| The school is well led and managed.  | 57             | 22            | 8                | 4                 | 8          |
| The school is helping my child become mature and responsible.                      | 65             | 22            | 6                | 2                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 49             | 14            | 6                | 12                | 14         |

## **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**

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

56. The personal and social development of the children is given a very high priority. Many start nursery with few skills and have very limited experience in working, playing and considering each other. All children, including those with special educational needs and those for whom English is used as an additional language, make good progress because of the high quality support they receive and as a result of the exciting environment which is provided. This makes a significant contribution to children's learning and progress across the curriculum. However, because of language delay, both in their mother-tongue and use of English as an additional language and minimal opportunities out of school to further develop these skills, the majority of children are still not meeting nationally agreed levels by the time they are five.
57. Children work alongside each other, either in small groups, such as when they experiment with paint, or, when in a much larger group, for story or music sessions. Collaborative work is developing well, for example, when children play counting and matching games where each child waits patiently to take a turn. Children enjoy social activities in the classrooms and chat to their friends when drinking their milk. Outside, many enjoy sharing the pushing apparatus, climbing and riding on bikes. Occasional grabbing and snatching does happen, but staff are vigilant and intervene when any problems occur.
58. Children quickly learn to be independent. They put on aprons and help to tidy up and even the very youngest replace equipment in the right place on request. They are responsible for their own coats and belongings and very well - established routines ensure that few need help with the toilet or to wash and dry their hands. Children do not rely on adults, even those with special educational needs or those for whom English is an additional language. This is a measure of the good progress that they are making in their development. However, children do enjoy the attention of staff and other adults and approach them easily to ask for help or to share an idea or a piece of work. Good organisation of resources promotes children's independence very well. Very helpful labels allow children to know where equipment is stored and this promotes their literacy skills as well as encouraging responsibility and order.
59. Children make good progress in personal development. Relationships with each other are very good. Children enjoy each other's company and have started to move over to make room for friends to join in activities such as building complex constructions with large wooden bricks or experimenting with water in the trough. Children with special educational needs and those for whom English is an additional language, make good progress in forming relationships with other children.
60. Most children arrive at the nursery lacking in confidence. However, they quickly respond to the practical and positive approach of staff and become keen to try out new activities. They are enthusiastic learners. Once settled, children are happy to leave their parents and guardians. They show initiative in choosing and maintaining an activity, concentrate well and are generally good at completing a given or chosen task. Many persevere even when tasks are difficult or take a great deal of effort, for example, when trying to balance on a scooter.
61. The quality of teaching is good. All staff place a strong emphasis on the development of social skills, expectations of good behaviour are high and activities are appropriate to the ages and needs of all children. Teachers, nursery nurses and bilingual support assistants encourage children to be independent and make their own decisions, for example during 'work time'. They provide many activities that motivate the children and the nursery's resources are used well. Adults manage the children very well and this is reflected in their good behaviour. Assessment of children's skills is very good. It specifically relates to expected outcomes and particular challenges are set for individuals. On-going records give a clear indication of their abilities at given points and all staff involved know the children well.

## **Language and literacy**

62. The very good use of appropriately structured language in all situations promotes the development of speaking skills for the children. Adults talk to the children all the time, supplying them with vocabulary, modelling sentence structure and giving reasons for events and decisions. They ask the children questions, give them time to reflect and answer and encourage their use of language. Children with little spoken English begin to talk, using single words and, by the time they are five, the majority can talk in sentences, although the structure is simple, the use of expressive language limited and verb tenses inconsistent. The older children use words such as 'tall,' 'round,' 'square', 'fits' when playing with the bricks. They make the letters 'x' and 'y' with the bricks saying the letter names and making the sound. They spell their names and know how many letters there are in their names. Many children enter school with poor pencil control. They are given plenty of opportunities to write and, by the time they are five, form most letters correctly. Some write their own name independently. They learn how a book works. They turn the pages carefully and know that print conveys meaning. They tell the story while turning the pages and point to the pictures as they do so. They enjoy reading and are proud to recognise words such as 'no' and 'help'. Higher attaining pupils are able to answer questions about the story, while others will point to pictures as the answer. Children make good progress because the adults provide a rich language environment for them and because the children themselves are keen to learn and proud of their achievements. Despite this and because of their low starting point, the majority of children will not meet all of the desirable learning outcomes for language and literacy by the time they are five.

## **Mathematics**

63. Lessons in number work are lively and well planned, giving pupils plenty of experience and practice. As identified in the previous inspection, due to many starting school with lower than expected experience of number even by the age of five, achievement is below expectations for the majority. However, children make good progress because of the spirited numeracy sessions where teachers often use games and songs to stimulate good response, enjoyment and concentration. Classroom assistants are competent and help children to succeed. Children are provided with many good opportunities to increase counting ability, match objects and compare quantities. For example, children count how many times their friend goes round a tricycle track before it is their go. This is performed accurately by clipping the correct number of pegs to match dots drawn on a card. The language of number is reinforced well by all teachers in both the nursery and reception classes. Resources are adequate, but some are worn. Provision is limited for mathematical games, which could be played other than in lessons.

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

64. Although children are developing a good knowledge and understanding of the world around them and are making good progress in this wide-ranging area of their work, they are unlikely to attain the recommended levels by the time that they are five. They learn about the environment when they go for walks and increase their knowledge of wildlife as they see tadpoles develop. Children learn to use magnifiers to help them with their observations. Sometimes they have looked closely at the details of different materials through magnifiers and have drawn what they have seen. They know something about magnets, discovering that they will cause iron filings to move. Children try the effect on paint of blowing into it through a straw and find that it bubbles up. In both Nursery and Reception classes, the children successfully plant seeds and watch them grow. In the nursery, they have planted, grown and finally eaten cress. Children know that there are some special occasions in the year when people cook and eat pancakes and roti and have enjoyed helping to make them themselves. Children in the nursery select from a range of re-cycled materials and, using their developing skills of cutting and sticking, make three-dimensional structures. In the nursery and in Reception, children explore what they can make with construction sets. Reception children have developed their design and technology skills and were seen to make



their own carrier bags. In doing so, they showed that they could select paper of the right size and shape for what they had in mind, handled tools carefully, chose to use staples for sticking paper together and knew how to test out the finished product by seeing if it was strong enough to carry potatoes. In the nursery, children use tape recorders to listen to music and stories. In Reception, children learn to use computers, developing keyboard skills and finding that there are different computer programs.

65. The quality of teaching in this area of the early years curriculum is good. Teachers in both classes make good use of visual images, such as photographs, both to interest the children and to recall previous experiences for them. Activities are well planned and matched to the identified learning objectives. There is increasing challenge for children as they move from nursery into Reception and a broadening of experience, particularly in information technology. In both classes, resources are well used and support staff are a valuable addition to the team providing good support for the children.

### **Physical development**

66. In their physical development, progress is good and a significant minority are likely to achieve standards that are in line with those expected of children by the time they are five years old. They move around the nursery and reception class with developing confidence. Indoors, they quickly learn to find their way to all the various areas, to the toilets and all the outside areas with the minimum of adult direction. They use both the indoor and outdoor play equipment skilfully and with increasing confidence and control.
67. Children plan and organise their activities with an awareness of space and with consideration for the activities of others. They quickly learn to use the large outside play equipment to extend their physical skills and powers of co-ordination and control, running, jumping, climbing and sliding with increasing skill and confidence. Children handle construction kits, writing and drawing pencils and tools and use materials, such as dough and clay, with increasing precision and fine hand and finger control.
68. Overall, children's progress is very good. The availability of a wide range of imaginatively organised equipment and apparatus, which is available both inside and outdoors, enables children to make good progress in their physical development and to develop and refine their skills as they move and balance. They make very good progress in developing a range of skills, using their hands. When using pencils and pens, they hold them correctly. They use scissors carefully and other tools with accuracy and skill. However, these opportunities to develop both their skills and confidence are limited to their part-time nursery sessions, which are frequently inconsistent due to long family holidays.
69. The children's response to physical activities is very good. They are enthusiastic and always keen to take a full part in all activities. They learn to take turns and share apparatus and equipment. Children follow the teacher's instructions carefully, work safely and have very positive attitudes. They take part in a friendly way and both boys and girls have equal access to all activities. All children take part in outdoor play, including those with special educational needs and those for whom English is an additional language, who also enjoy physical play at their own rate and pace.
70. The quality of teaching is good, with some examples of very good teaching observed during the inspection. Staff encourage children to gain confidence in using the space and equipment imaginatively, without pressurising the less confident to attempt more than they are ready to do. Safety procedures are good and staff make children aware of rules, such as where to park their bikes. Staff teach children to handle and use tools both safely and properly. Progress and development are regularly observed by all members of staff who have clear, agreed rules for the smooth organisation and supervision of the children's physical activities.

### **Creative development**

71. Although children make good progress in their creative development, they do not attain the expected levels by age five. This is because many children take long breaks from nursery and their progress becomes inconsistent. They show a growing control when using a paintbrush and pencils and produce bright and lively pictures of themselves and their friends and family. Children mix paints and paint pictures flat on the table or upright on the easel. They use bold brush strokes and create patterns. Children manage pencils carefully to draw themselves or to record what they have seen, such as tadpoles. In the Reception class, children who are not yet five paint and draw with greater control, often producing pictures to accompany their writing. They make colourful prints with potatoes and paint and they carefully produce rubbings of fruit and vegetables, using crayon. The children evidently enjoy music. In the Nursery, the children sing along with the teacher and listen carefully as she sings instructions to them to find particular musical instruments. Children know a good selection of songs and rhymes and many are able to beat time as they sing. This is further developed in Reception with children taking particular parts in class music activities, sometimes being the audience and listening carefully and, at other times, singing and keeping time with unpitched percussion or taking part in action songs, such as 'The Farmer's in his Den.'
72. The quality of teaching is good. Teachers provide a range of activities which extend children's experiences and which become more challenging as they move into Reception. Skills and different techniques are taught at a level appropriate for the children's age. Children are taught to handle and play musical instruments carefully. Resources are well chosen and used and are accessible to and sufficient for the children. In music lessons, teachers make sure they remind the children of the names of the instruments and the sound they make. This helps children as they select an instrument to play in a group song where they take different characters, as in 'The Enormous Turnip.'

## ENGLISH

73. In the 1999 Key Stage 1 national tests, pupils' attainment in reading was very low in comparison with the national average and was well below the national average for similar schools. Attainment in writing was well below the national average and was below the national average for similar schools. In the current Year 2, there are a significant number of pupils who have special educational needs. Inspection findings indicate that achievement broadly reflects the results of the 1999 tests with standards, at age seven, below average.
74. All pupils, including those with special educational needs, make very good progress in speaking and listening. At the beginning of Key Stage 1, most pupils speak some English and understand rather more. About a quarter of the bi-lingual pupils are confident in speaking fluently in sentences, although their use of tenses is inconsistent. Fluency is sometimes halted by their lack of vocabulary. They will gesture if they do not know a word or substitute a mother-tongue word. Some use clauses. In a conversation about clothes, one girl said " My mother has lots of shalwar kameez – all colours with" and gestured to the patterns on some fabric. When asked if her mother wore saris, she replied, "Yes, she has lots in all colours but not black". The Bangla word 'orna' was discussed. The inspector was told the Punjabi word and then one pupil said confidentially, "In English it's shawl". Pupils are helped to learn by the good modelling of English by all the adults in the classrooms. The use of mother tongue to help introduce new vocabulary and deepen conceptual development reinforces learning. By the end of the key stage, the majority of pupils speak enough English to access the curriculum, although their comprehension is faulty at times. They listen well to adults and each other, take turns in speaking and respect each other's views.
75. Pupils love to read. Each classroom has plenty of books that the pupils can read and take home to share with their families. Books are arranged so that pupils are able to easily find the books they want to read for pleasure. There are displays of books relating to the curriculum areas that the class is studying. For example, in a Year 2 classroom, there are books about a variety of countries and several different types of atlases. In the other Year 2 classroom, there is a display about different authors whose books are popular with the pupils. These resources support the pupils' learning and encourage them to read for pleasure and information. All classes have quiet reading times outside the Literacy Hour. Pupils choose

books they enjoy and read quietly alone or in pairs. Teachers use this time to read with individual pupils and, in both the older Reception classes and in Year 1, they read individually with each pupil once a week. Time spent hearing readers helps all pupils, including those with special educational needs, to make good progress in reading. Teachers are good role models for the pupils. They read with expression and use context and picture clues to help pupils comprehend the story. Higher attaining Year 2 pupils read with expression and enjoyment, conveying the humour of such stories as 'The Whistling Monster' and 'The Hare and the Tortoise'. Lower attaining pupils remember how the story has been modelled by an adult and, in a story such as 'The Pig in the Pond', use their voices to maintain the suspense as they slowly turn the page saying "and then.....". Bi-lingual support assistants read stories and also tell parts of English stories in pupils' home languages. This supports the mother tongue and conceptual development of these pupils and helps them access English texts more readily. The excellent support from both the bi-lingual support assistants and the special needs assistants helps the good progress that pupils make in reading.

76. During the inspection, it was found that about half of the Year 2 pupils reach the expected Level 2 in reading. A small group read at a higher level, but their comprehension of the text is not as well developed as their reading skills. The remainder of the pupils read at Level 1, although a few have not reached this level. Their learning is good and they make rapid progress in using their phonic skills. Their lack of knowledge of vocabulary, grammar and idioms, though increasing daily, prevents even faster progress. Teachers in Reception and Year 1 classes keep detailed, diagnostic, helpful reading records showing what books have been read, the level of understanding of the text and the phonics which pupils are finding difficult to remember and use. This information is useful when assessing pupils' progress over time and re-visiting reading skills previously taught. Pupils try hard with their writing. They begin to write sentences about themselves and family events using the correct initial letters. One pupil wrote 'h wt h' which the teacher wrote as 'he went home'. Later in the year, the same pupil was able to write ' I go doc' meaning 'I go to Dockside'. Progress is good in the development of spelling, using phonics and, in Year 2, most of the pupils can spell common consonant-vowel-consonant words correctly. In Year 2, higher attaining pupils write fluently with a good sense of story and a feeling for audience. Work is punctuated with full stops, capital letters, commas and speech marks, although their use is inconsistent. The wrong tenses of verbs are often used. For example '*standed*' instead of 'stood', although this level of usage is consistent with the level of their spoken English. The content of writing is usually news or the retelling of well-known stories. Teachers try to develop the pupils' imaginative writing in the Literacy Hour through asking pupils to change the endings of stories. Examples of this work show that the strategy is helping some pupils to write more imaginatively. Teachers mark written work carefully, putting positive comments to encourage pupils, suggestions for improvements and reminders about how the individual literacy targets are being met. The high quality input, which teachers give in writing lessons, helps all pupils to learn. Teachers are creative in the resources used. In a Year 1 class, a frog hand puppet, which has difficulty with his vowels, helps pupils to identify vowels and spell correctly. In the Year 2 lower attaining class, reading 'Handa's Surprise', the teacher had real fruit and toy animals to help pupils understand and remember the story. In their writing tasks, pupils were able to read the texts by referring back to the real objects. Learning is encouraged and reinforced through a great variety of well - planned activities. Standards in writing are below average with just under half of the pupils reaching the expected Level 2.
77. Teachers spend time helping pupils to form letters properly. Emphasis is put on the consistent size of letters and the position of ascenders and descenders. Pupils use individual whiteboards and coloured markers to write the letters. They find this fun and write and rub out with equal zeal! Before they write on their boards they practise writing letters in the air and chant such mantras as 'down, round, up and down' to remind themselves how to form the letters. The high level of support in these lessons provides good learning. Pupils sustain the tasks well and appreciate each other's efforts. Standards in handwriting are average.
78. The introduction of the Literacy Hour has given more structure to the lessons and raised expectations of the pupils' attainment. The co-ordinator is aware of the need to teach spoken English through real situations, talking, drama, television programmes, use of homework and first - hand experience. The very good quality of the input of the bi-lingual and special needs

assistants and the consistent good teaching throughout the school enables the pupils to make good progress.

## **MATHEMATICS**

79. Although the 1999 National Curriculum tests at the end of Year 2 indicate an improvement over previous years, percentages are below that of most other schools nationally, as well as being lower than similar schools. Currently in Year 2, a significant number of pupils have special educational needs and the steadily rising trend in national assessments of the last few years is unlikely to be sustained in the year 2000. Whilst a significant minority of pupils are achieving below the national average, most pupils' achievements represent good progress from when they started school.
80. Teachers have a clear focus and, for the most part, lessons are well prepared. Daily mental arithmetic and mathematics are used well throughout the school. Good achievements in mental numeracy and written computation are also made. Teachers carefully plan lessons, using national numeracy guidelines and gain much enjoyment from stimulating spoken sessions at the start of lessons. The quality of teachers' questioning is generally good and pupils are eager to give answers and explain how calculations may be worked out. Good use is made of resources such as numbered cards and fans so that each pupil can quickly hold up an answer and give the teacher good knowledge of each pupil. Some teachers have added to the resource stock by designing imaginative equipment to stimulate pupil responses or to help with working out and writing down sums. This good work is furthered encouraged through the use of regular homework.
81. Whilst these good activities are resulting in good progress and enthusiasm in mental arithmetic there is too little emphasis on applying mathematics to everyday use. This reduces the chance of raising interest even further as pupils begin to usefully apply knowledge and skills they have gained. Some teachers' planning for the different needs of pupils is not as sharp as it could be. On occasions in whole class lessons, there is insufficient use of questioning to further challenge pupils capable of achieving more. Marking of pupils' work is mostly helpful but, where pupils make mistakes, too little is corrected and their understanding consolidated before going on.
82. Pupils with special educational needs and English as an additional language are supported well and are fully involved in all National Curriculum aspects on an equal footing with others. Bilingual classroom assistants and special needs helpers are well prepared and skilful in providing very good support for pupils. Teachers appropriately analyse assessment results and use the information to organise groups of pupils, planning and target setting. Recently, teaching has been well monitored to improve its quality and to help raise standards.
83. Mathematical skills, such as data handling, graphical work and measurement, are insufficiently supported by information technology. Not enough time and resources are devoted to numeracy work that is linked to computers and this has resulted in some underachievement.
84. The positive state of this subject at the time of the last inspection has been maintained. The school is trying hard to improve both curriculum and teaching. Good preparations have been made in providing for the National Numeracy Strategy and planning is good. Training for governors and teachers has raised enthusiasm in the subject. The school has made good use of advisory support based on regular monitoring by the coordinator to make changes in emphasis in lessons. This is particularly well done where teachers highlight the key words and objectives for a lesson and then reinforce the main teaching points, which most pupils learn well in the course of the session. National Curriculum requirements are fully met.

## **SCIENCE**

85. Pupils' performance in the 1999 end of Key Stage 1 teacher assessments was well below the national average for the percentage of seven year olds reaching level 2 or above. The

overall percentage of pupils gaining the higher level, level 3, in the different aspects of science, was in line with the national average. When the results are compared with those achieved by pupils from similar backgrounds, performance was below average. Scrutiny of work of the present Year 2 pupils shows them to be performing below the standard expected for age. A major contributory factor is both the high percentage of pupils with special educational needs and those for whom English is an additional language in this year group.

86. The quality of teaching is sometimes good and never less than satisfactory and this has a good impact on learning. Teachers' expectations of pupils are usually satisfactory and the expectations of younger children are good. Teachers plan their work carefully and succeed in making the work interesting for the pupils. They enjoy a stimulating science curriculum, which is enriched by opportunities to look at and grow plants in the school gardens and to study wildlife in the school pond. Teachers make good use of these resources and the pupils study frog - spawn and tadpoles, or plant seeds and study the different parts of plants. Pupils in all year groups watch things grow and older classes have taken this further by investigating the factors which help or hinder the growth of cress seeds. In all year groups, teachers encourage pupils to observe carefully and to record what they see. In one particularly good lesson in a Reception class, pupils looked closely at potatoes in their raw state and again when they had been cooked. They were able to identify how the potatoes had changed inside and out and to give reasons for differences, such as "the skin comes off because it is cooked", or "the oven made it hot". In older classes, teachers make sure this investigative work continues and that pupils predict what might happen as an experiment is set up. All pupils are encouraged to observe carefully and note differences, but, in some older classes, teachers give too much of a lead to the pupils and then they have too few opportunities to be independent and to draw their own conclusions. This is particularly the case where the class has a high number of pupils with special educational needs. Older pupils are, however, beginning to understand the importance of a fair test. In their work on forces, pupils have successfully put together and named parts of electrical circuits and have determined which objects can be moved by pushing and which by pulling. They have studied different kinds of materials and their properties. Using their senses and extending vocabulary, the pupils have successfully noted how one piece of material differs from another. Teachers organise and manage the classes competently and lessons very largely achieve their aims. The activities are suitably matched to the levels of understanding of the children and in all classes there are extra adults to support pupils' learning. This helps to ensure equality of opportunity for all. The pace of work in lessons is appropriate, so that pupils' interest is maintained as they move from class discussion to group work and then final discussion. Pupils are interested and enjoy their science work and, overall, they make satisfactory progress in their learning. Most are eager to observe and answer questions and to have 'hands-on' experience, particularly when planting seeds in compost. They listen carefully to instructions and most concentrate well. They relate positively to the adults and to one another. The vast majority behave well.
87. Teachers and other adults have good relationships with their pupils and this contributes to a feeling of security, particularly for the younger ones. The teachers and support staff work well as year group teams, with support assistants giving particularly valuable help in ensuring that pupils learning English as an additional language understand what is being asked of them and what they have to do. The patient and encouraging help given to individual pupils by the special needs support assistants helps them to take part in lessons and the school to meet their needs.

## **ART**

88. Pupils enjoy art lessons and make good progress. They paint lively pictures of characters and scenes from stories they have heard. For example, pupils used all the paper by filling in the background of a painting of an owl with a dark blue sky and bright yellow stars. They painstakingly painted in all the windows of a large picture of rows of houses and used a brush carefully when trying to create the texture of a toy bear. Pupils listen carefully to the teacher's instructions and try to follow them. Bi-lingual assistants support pupils' learning through mother - tongue teaching. This encourages pupils to take risks and to succeed. In Year 2, pupils painted in the style of Australian aborigines, using black, orange, yellow and white paint to recreate rock paintings. They are proud of their achievements. In Year 1,

pupils used paints and crayons to make pictures in the style of Lowry. They had used their skills of observation to copy the matchstick figures exactly. All classes use computer programs such as 'Dazzle'. Pupils make good progress over time from the free drawings of flowers, favourite toys such as 'Pokemon', favourite stories such as 'The Enormous Turnip' in the Reception classes to the more detailed work in Year 2. Clear explanations of the task by the adults, the time given for pupils to experiment, adequate resources and the persistence of the pupils themselves help pupils to make good progress.

## **DESIGN AND TECHNOLOGY**

89. Pupils make good progress in design and technology as they move through the school. From the youngest age groups, pupils have many opportunities to make things, planning beforehand what the finished article will look like and considering the materials they will need. In the process of making, the pupils successfully use and develop the various skills of cutting and sticking. They test or otherwise evaluate the finished articles. Pupils work successfully with an increasing range of materials on a variety of challenging tasks. Overall, pupils' making skills are better than their designing skills and, when drawing their designs, the older pupils do not usually annotate them. As an example, while they might label parts of the design, they rarely record on it how they will tackle particular problems in the making process. As a result, designs are not easily distinguished from art work.
90. The quality of teaching and learning is generally good. Teachers plan their work well and provide many interesting tasks for the pupils, so that they are able to increase their knowledge and develop their skills. Teachers encourage pupils to use information sources for their designing. For example, when they look at different kinds of carrier bags in a display before making their own, or when pupils look at photographs before making a model from a construction kit of a real or imagined place. In the making process, pupils handle tools carefully and competently and learn how to make decisions as they select the size and shape of the materials they will need. Teachers discuss their work with the pupils and, often, evaluation of the finished product is done orally. As they plan work for their classes, teachers ensure that particular skills are taught. For example, in one class, pupils had tried out three different ways of joining pieces of material in the first lesson of a project. These were kept and then given back to each child in the second lesson, so that they could consider them when deciding how to join a teddy bear's arms and legs to the body, so that they would move. Teachers also made sure that there was attention to safety when the holes were being punched and pupils were taught how to do this with care.
91. The programme of work has been well considered and the pupils enjoy their work in design and technology. They are happy to show and talk about what they have made and persevere when solving problems. Pupils work well together and sometimes share equipment or look at one another's work. They also work confidently and independently.

## **GEOGRAPHY**

92. Pupils make good progress in geography as a direct result of good teaching. Although the scheme of work is out-of-date and is shortly to be revised, year groups plan together to ensure that pupils learn skills consistently and this has a good impact on learning. By the end of Reception, pupils are able to understand the plan of a farm and can name different objects found there. Through the use of well-chosen resources and good planning, they are capable of showing a clear sequence. Pupils are able to describe the route from the park to the market after they have been taken on this walk and this trip promotes a rich learning experience. In Year 1, pupils recall what they see on their way to school and, through carefully planned homework tasks, set by teachers, they are both able to write their address with developing confidence and describe the type of house they live in. By the end of Year 2, pupils enthusiastically identify features on a map of the school and name different types of buildings found within towns and cities. Good links are promoted with numeracy skills. For example, they have taken part in a traffic survey, the results of which have been displayed in the form of a simple graph. The majority of pupils work well together and behaviour is generally good in lessons. Teachers generally have good expectations of behaviour, but,

occasionally, pupils lose concentration and discussion is unrelated to the lesson. Teachers encourage interest by using stimulating resources such as photographs, maps, pictures and large picture books. Pupils for whom English is an additional language are supported well by assistants who work very closely with the teachers to ensure that the pupils remain on task.

## **HISTORY**

93. No history lessons were observed during the inspection but scrutiny of work and appropriate teacher planning indicates that pupils make good progress in history. By the end of Reception, pupils understand that they have changed since they were babies. They sequence pictures and know the difference between old and new. In Year 1, pupils know that different methods have been used to boil water over the past century. In Year 2, pupils are able to recall relevant facts about famous events in history, such as the Great Fire of London and confidently compare classrooms in the past with those of today. Links made with literacy sessions develop their historical knowledge and promote their understanding. For example, diary-writing skills are taught and then compared with entries made by Samuel Pepys long ago. Teachers also arrange interesting trips to local museums where pupils are able to closely observe historical artefacts. These visits ensure that pupils are actively involved in their own learning and are encouraged to be interested in history. This is illustrated by higher attaining pupils in Year 1 who were able to write independently and accurately about using a dolly tub after observing different ways of washing clothes over the past 100 years. Correct spellings about washing in the past were learnt at home prior to this lesson and this had a good impact on the progress made by the pupils.

## **INFORMATION TECHNOLOGY**

94. By age seven, achievement levels in communicating information, storing and retrieving data, operating computers and printing work, are below expectations for pupils of this age. There has been too little opportunity for pupils to use computers and resources and overall progress is unsatisfactory. During the inspection, some pupils were allocated time so that they could use computers but, since the last inspection, the school has not made enough provision for pupils to use information technology. There is a limited use of word-processing and redrafting of work and graphical representation. The nursery still has no facility for children to use computers and this is unsatisfactory.
95. However the quality of teaching of individual pupils by classroom assistants as well as teachers is good. Using expertise within the school, as well as other in-service training, staff are beginning to build a sound knowledge of computers, programs and applications. This is not, as yet, incorporated fully into their planning across the curriculum. A good feature of the work of the school is planned work time where pupils choose information technology. Computers are made available and suitable programs selected to help reinforce a limited range of curricular skills such as 'painting'. However, pupils are sometimes given too little guidance for them to make enough progress in working to a planned design brief, such as developing the ability to select colours or letter-forms, using different on-screen tools to paint or write with. Teachers do promote the use information technology in displays and noticeboards around the school.
96. Imminent plans are in hand to modernise and reorganise equipment so that it is easier to teach groups of pupils. However, at the moment, the range of some resources is insufficient both for research and reference to establish a really good learning environment.

## **MUSIC**

97. Only two lessons were observed during the inspection. Judgements are made on these lessons, together with discussions with a group of Year 2 pupils about their music activities.
98. Pupils are making good progress in music as they move through the school. They have a varied repertoire of songs and sing tunefully in lessons and assemblies. Pupils sing with good pitch and rhythm and enjoy singing together in the music assembly. In the lessons

seen, pupils in Reception and Year 1 classes show that they can clap and move rhythmically. They carefully keep the beat when singing and playing un-pitched percussion instruments. Pupils sing simple songs well and clap both the rhythm of their own names and the names of the puppets brought into the lesson by the teacher. Pupils in both classes are able to listen carefully and perform as a group, singing and playing at the same time. All of the pupils enjoy singing traditional nursery rhymes and, during assembly, sang one in Punjabi. Most pupils who play know the names of the instrument. Pupils are enthusiastic about the subject and enjoy the activities.

99. The subject is well taught and the co-ordinator supports her colleagues well. Teachers link the music lessons to topics, such as teddy bears or "The Enormous Turnip" and pupils sing songs about them. The topics link well to what the teachers intend the pupils to learn and there is plenty of variety in lessons to ensure that everyone has the chance to succeed. Lessons are planned so that the activities become more challenging during the session. Pupils enjoy this, realise what is expected of them and respond positively. Teachers lead the singing well and the pupils readily join in with them. Class management is good, with well understood rules for handling musical instruments. Teachers have high expectations and encourage the pupils to improve their performance. By the end of the lessons seen, all had made good progress, including pupils with special educational needs.
100. The curriculum is well planned. Pupils have opportunities to learn the recorder and dholki, from specialist teachers. Once a week pupils enjoy Bangra dancing in the hall during morning break. The majority of pupils take part and join in with some of the songs. Pupils also take part in local music festivals.

## **PHYSICAL EDUCATION**

101. Pupils enjoy these lessons and make good progress. They get changed quickly and are eager to start the activities. Teachers use a commercial scheme when planning lessons and this gives structure to sessions and ensures progression. The activities are well matched to the pupils' abilities and good progress is made. Pupils bounce a ball, keeping it under control and try to beat their previous total of bounces. They work sensibly with a partner, rolling and stopping the ball in a variety of ways. Many parts of their body are used to move a ball and, because the teacher challenges them to find more parts to use, they become very creative in their thinking. Pupils roll balls with their tummies, their noses, knees and foreheads. They move further and further apart as they practise throwing and catching and are successful. These basic skills are taught well and this supports pupils' efforts and achievements. Teachers keep pupils' interest in the lesson by constantly moving on to a new task, which builds on their previous skills. For example, during a lesson with Year 2 pupils when they had been practising to aim a ball into a hoop, they were then asked to aim the ball at a rope stretched on the ground. Pupils, who were learning ribbon dancing, also reached good levels of achievement. They wove patterns in the air with their ribbons on sticks and composed a dance of three repeating movements. They performed to each other and enjoyed watching as well as taking part. Not one of the crepe paper ribbons was ripped or damaged during the lesson – a tribute to the care they took and the importance of the activity for them.
102. A pupil with visual impairment joined fully in the lesson supported by an assistant who judged well when to help and when to stand aside. Much pleasure was gained from rolling and catching a ball with a partner who again was mindful of her needs. Classroom assistants help pupils' understanding through use of some of the mother tongues and this enables pupils to make good progress. For example, a bi-lingual classroom assistant, with the aid of a Polish phrase book, helped two Polish-speaking pupils. The pleasure these pupils derived from this support showed in their smiling faces and their success.
103. All of the staff have had plenty of training in the use of specific equipment and in games and this has had a good impact on the pupils' learning. Walking round the local area and going out on visits is considered as part of the physical education for the pupils because few of them do this and many do not have gardens that are large enough to play in. The playground is suitable for energetic games and the hall is adequate for lessons. The younger pupils have a separate area for play with equipment for climbing.



## RELIGIOUS EDUCATION

104. On the basis of a scrutiny of work from all age groups, two lessons observed in Reception and Year 1 and discussion with pupils in Year 2, attainment is judged to be in line with the expectations set out in the locally agreed syllabus. By the age of seven, pupils know about the customs and festivals of the Christian, Islamic and Sikh faiths. They understand that there are different places of worship and have visited a church, a mosque and the local gurdwara as part of their studies. As the pupils speak, they show respect for other faiths. They know that there are books, which are holy within the different religions and confidently identify them. The pupils have some knowledge of stories from the New Testament and satisfactory progress is made as they move through the school.
105. The quality of teaching is good and sometimes very good and this has a positive impact on the quality of learning. The lessons are well planned, organised and managed and are a positive experience for the pupils. Teaching methods are well chosen and particularly effective, because the class teachers and bilingual assistants work well together. Assistants help to give language support and also provide information about religious practice from their own knowledge and experience. Stories are well told. Teachers make good use of drama which the pupils particularly enjoy and this helps their understanding. There is variety in the activities, with pupils listening, acting and discussing and, because lessons are paced well, they maintain interest. The discussions are well pitched to children's age and understanding. Pupils in the younger classes show that they have a good understanding of the meaning of some parables.
106. Pupils are interested and eager to tell what they have been learning and what they know. They have a very positive attitude to the subject and clearly enjoy it. A stimulating curriculum has been devised to impart knowledge and to reflect and celebrate the important events and festivals within the community. Foods are prepared which are traditional to the season, such as pancakes for Easter and Roti for Eid. As part of their curriculum, children also act out 'weddings' in the different styles of the religious faiths. The children say they enjoy their lessons.