

INSPECTION REPORT

MAYBURY INFANT SCHOOL

Woking

LEA area: Surrey

Unique reference number: 125001

Headteacher: Mrs. Angela Kalfayan

Reporting inspector: Alison M. Cartlidge
OIN 23609

Dates of inspection: 9th – 12th July 2001

Inspection number: 194524

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
School address:	Walton Road Woking Surrey
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Mona Gabb
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
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1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23239	Mike Capper	Team inspector	Equal Opportunities English as an additional language Special Educational Needs Mathematics Science Information & Communication Technology History Physical Education Religious Education	How well are pupils taught? How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Maybury Infant School is situated in the town of Woking in Surrey. There are 79 pupils between the ages of four and seven on roll in the main school, and a further 60 three and four year olds who attend the nursery class part-time. Pupils are taught in four classes, with most pupils being from one age group. Pupils come from a mixture of owner-occupied, privately rented and local authority housing. Most children start in the main school in the September of the year they become five. Younger children attend part-time for the first term. Children's attainment on entry to the school is well below average because a very high percentage have limited spoken English. Twenty-two per cent of the pupils are entitled to free school meals, which is broadly average for the country. Eighteen per cent of pupils have special educational needs, and one pupil has a statement of special educational need. These figures are slightly below the national average. Three quarters of the pupils speak English as an additional language, and this is very high. The first languages of these pupils are Urdu and Punjabi.

HOW GOOD THE SCHOOL IS

The school is very effective. Attainment is above average in English, mathematics, science and information and communication technology (ICT). The quality of teaching is good throughout the school, and leadership and management are very good overall. The school provides good value for money.

What the school does well

- Pupils attain good standards in English, mathematics, science and information and communication technology.
- The dynamic headteacher provides outstanding leadership and management.
- The quality of teaching is good overall and is often very good.
- Very high levels of support from well-trained members of staff enable pupils to learn well.
- There are very good learning opportunities throughout the school.
- Very thorough assessment procedures help the school to meet the personal and academic needs of pupils.
- Pupils enjoy coming to school and get on well together.

What could be improved

- Pupils do not listen well, particularly to each other.
- Teachers do not provide enough opportunities for pupils to develop independence and show initiative in their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made excellent progress since the last inspection in 1997. Pupils' attainment has improved in English, mathematics, science, ICT, geography and history. Standards in other subjects have been maintained. The quality of teaching has improved significantly, and pupils' attainment and progress are now monitored very well.

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
	1998	1999	2000	2000
Reading	D	B	D	C
Writing	C	A	C	A
Mathematics	C	C	E	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils make at least good progress throughout the school, with very good progress being made in speaking by pupils for whom English is an additional language, and in writing by all pupils in Years 1 and 2. By the end of the reception year, children achieve the early learning goals expected for their age in personal, social and emotional development, creative and physical development. They have not achieved the expected standard for communication, language and literacy, mathematics, and knowledge and understanding of the world. For the most part, this is due to the high number of children with English as an additional language who are still not fully competent English speakers.

By the end of Year 2, pupils' attainment is well above average in writing, and above average in reading, mathematics, science and ICT. National Curriculum tests for 2001, for which there are no national comparisons, indicate a considerable improvement from the previous year in reading, writing and mathematics. Pupils attain satisfactory standards in other subjects. Pupils achieve very well in speaking in relation to their prior attainment, but their speaking and listening skills remain below average. Pupils are particularly weak at listening to each other.

The school sets challenging targets in English and mathematics, and these have been exceeded in the last two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very keen to come to school, and enthusiastic about taking part in most activities.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils behave well most of the time, though some older pupils occasionally become silly in lessons.
Personal development and relationships	Good overall. Relationships between pupils and members of staff are good, and pupils show very good respect for each other's beliefs. However, they do not take the initiative in their learning.
Attendance	Poor. Although rates of attendance have improved, they are still well below average because pupils often take extended holidays.

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 satisfactory or better in all lessons, with 58 per cent being good and 21 per cent being very good. Throughout the school, teachers have high expectations of what pupils should learn. They use information on pupils' attainment and progress effectively in planning their lessons. Their planning is very thorough so that they meet the needs of all pupils, including those with English as an additional language and those with special educational needs. A homework club makes a good contribution to the learning of older pupils. There is a very high level of adult support in lessons, and teachers for pupils with English as an additional language, learning support assistants and bilingual assistants make a good contribution to learning. The quality of teaching is good in English, mathematics, science and ICT. Teachers and nursery nurses in the nursery and reception classes have a very good knowledge and understanding of the needs of young children, and plan a very interesting and stimulating range of activities that are appropriate for the children's development. Throughout the school, the skills of literacy and numeracy are taught very well, resulting in pupils learning effectively. However, teachers do not provide enough opportunities for pupils to develop independence, with the result that pupils do not always concentrate well when they are working without adult support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a very wide range of learning opportunities both in lessons and at other times. Literacy and numeracy are very well promoted. The school has very close links with the local community.
Provision for pupils with special educational needs	Satisfactory. Pupils are given effective support, enabling them to build on what they have already learnt. The work provided for the statemented pupil is not always appropriate.
Provision for pupils with English as an additional language	Very good. Teachers and bilingual assistants provide effective support that enables pupils to take a full part in all aspects of the curriculum. A literacy school in the summer holidays has a significant impact on pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Assemblies make a very good contribution to pupils' personal development. There are clear school rules, and older pupils help to take responsibility for their school through the school council. However, there are not enough opportunities for pupils to show initiative in lessons and develop independence in their learning.
How well the school cares for its pupils	Very good. The school monitors pupils' academic and personal progress very well, and uses this information to provide work that is relevant to the pupils' needs.

The school has a good partnership with parents. Information about school events and pupils' progress and attainment is of very good quality, and parents are very supportive of the school's work. However, few parents help in school or support their children with homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The outstanding headteacher provides inspirational leadership, ensuring that the school focuses on continuing to raise standards.
How well the governors fulfil their responsibilities	Very good. Experienced and well-informed governors take a full part in supporting and monitoring the work of the school.
The school's evaluation of its performance	Very good. The school reviews its work thoroughly and takes excellent action to achieve its targets.
The strategic use of resources	Good. Very effective financial planning ensures that funding is aimed at raising standards. The school applies the principles of best value well. There are suitable plans for the large contingency fund.

The quality of staffing is excellent. Members of staff are experienced and well qualified, and have a good impact on raising attainment. Accommodation and learning resources are good and support effective learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils' good attainment.• Improvements made since the arrival of the current headteacher.• Approachable teachers.• Improved pupils' behaviour.• Information and communication technology.• The new computer-based mathematics scheme.	<ul style="list-style-type: none">• Feedback on homework.• Reading books not changed often enough.• Greater use of parents as a resource.

The inspection team agrees with parents' positive views. Individual reading books are not changed as frequently as in the past, because pupils often read a 'group' reader in literacy lessons. The school is happy to consider ways in which parents can become more involved in school life, and to receive feedback on how well pupils succeed with their homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery class is well below average. All children, including those with special educational needs and English as an additional language, make good progress in all areas of learning in the nursery and reception classes. By the end of the reception year, children achieve the early learning goals expected for their age in personal, social and emotional development, creative and physical development. They are below average in communication, language and literacy, mathematics and knowledge and understanding of the world. For the most part, this is due to the high number of children with English as an additional language who are still not fully competent English speakers.
2. Inspection findings are that, by the end of Year 2, pupils' attainment is well above average in writing, and above average in reading, mathematics, science and information and communication technology (ICT). In 2000, the National Curriculum test results compared with all schools were average in writing, below average in reading and well below average in mathematics. Compared with similar schools, results were well above average in writing and average in reading and mathematics. The number of pupils achieving the expected level (Level 2) was average in reading, above average in writing and below average in mathematics. The number of pupils attaining the higher level (Level 3) was above average in writing and mathematics but below average in reading. National Curriculum tests for 2001, for which there are no national comparisons, indicate a considerable improvement from the previous year in reading, writing and mathematics.
3. At the time of the last inspection, standards in English and mathematics were weak. Pupils' attainment has improved considerably since then in English, mathematics and science. There have also been improvements in pupils' attainment and progress in ICT, geography and history. These subjects were judged to be unsatisfactory at the time of the last inspection. Satisfactory standards have been maintained in other subjects. Pupils' speaking and listening skills remain below average. Pupils with English as an additional language make very good progress in developing spoken English. By the end of Year 2, they are confident and enjoy speaking to adults and answering questions. However, there are limitations in their understanding and use of English vocabulary. Pupils' skills in listening, particularly to each other, do not progress sufficiently. They tend to call out answers to teachers' questions or chatter to each other rather than listen to the answers given by other pupils. Parents are happy with the progress their children make. They are particularly pleased with the improvements seen in ICT and mathematics since the new mathematics computer programme has been in use.
4. Most pupils make at least good progress in Years 1 and 2, with very good progress in writing. Pupils with special educational needs make satisfactory progress in relation to their prior attainment in Years 1 and 2, although the work provided for the statemented pupil is not always appropriate. There are some differences between the attainment and progress of pupils of different gender, but this is no greater than that seen nationally.
5. The school sets challenging targets in English and mathematics, and these have been exceeded in the last two years. The school has not formally identified any gifted or talented pupils, but the needs of higher attaining pupils are met well in lessons.

Pupils' attitudes, values and personal development

6. Pupils are very keen to come to school and take an interest in most lessons. Their good attitudes have a positive impact on their learning. They are enthusiastic about taking part in additional activities provided by the school, such as the opportunity to improve their mathematics at break-times by using a computer programme. However, pupils are not always attentive during lessons. Pupils are pleased to speak to adults and visitors about the work they are doing. Pupils' attitudes

to school have improved since the last inspection when they were satisfactory.

7. Behaviour is satisfactory overall. As at the time of the last inspection, pupils behave well most of the time. However, some older pupils occasionally become silly in lessons. This behaviour can have an impact on the quality of their own and other pupils' work. Pupils are polite and friendly at other times and play together sensibly in the playground. There is a very good range of toys, games and equipment to fully engage all pupils. They are pleased to share with others and wait their turn sensibly, for example for a turn at skipping. Lunch times are pleasant social occasions, well supervised and orderly. Pupils know the school rules on behaviour and are generally kind to each other. There have been no exclusions in the current year, and parents are pleased with the improvements they have noticed in pupils' attitudes and behaviour.
8. Pupils respond well to the greater opportunities they are now given for taking responsibility. For example, an active school council, made up of pupils from Years 1 and 2, meets regularly with the headteacher to bring forward and discuss ideas. This term, pupils have been considering ways of improving the school, and have taken on responsibilities for planting and watering flowers and finding out from other pupils what pets might enhance their classrooms. Older pupils happily undertake a variety of tasks, such as moving furniture after lunch and other responsible jobs.
9. There is a very high degree of racial harmony in the school, fostered by the family atmosphere, and pupils show very good respect for pupils with differing beliefs. Strong moral teaching, particularly in assemblies, successfully encourages pupils to consider each other's needs. Good relationships exist between pupils and all adults in the school. Teachers and assistants give careful attention to the individual needs of the pupils and gain their respect and friendship.
10. A weakness in pupils' personal development is their lack of independence and initiative during lessons. Pupils work well when supported by a teacher or learning support assistant. However, they rely too much on adult help and do not always try to do things for themselves. For example, older pupils ask adults for help with spellings when they know how to use a dictionary by themselves.
11. Although rates of attendance have improved since the last inspection, they remain well below the national average. The school has worked hard to encourage good attendance and has established strong home-school links, including telephoning homes to account for all pupils. Very few pupils now arrive late, but the cultural and family needs of many pupils mean that extended holidays are taken. These long absences mean that pupils miss valuable schooling.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is good overall. It is very good in 21 per cent of lessons and good in a further 58 per cent. Teaching is never less than satisfactory. Teaching has improved since the time of the last inspection, when 20 per cent of lessons were judged to be unsatisfactory. There are now many strengths in teaching throughout the school, and only a few relatively minor weaknesses.
13. In the nursery and reception classes, teachers are calm, caring and patient. They have a very good understanding of the early years' curriculum and use this well to plan a stimulating and rich variety of activities. Role-play is used very effectively in the nursery to promote language development and to encourage children to work together. For example, when working with a small group of children in a 'travel agents', the teacher used questioning and careful guidance to encourage children to write for a range of purposes and to talk to each other, either in person or through the use of a telephone.
14. A key feature of teaching in Years 1 and 2 is the high level of adult support available in lessons. Teachers, learning support assistants and bilingual assistants all work well together to ensure that the needs of pupils are met. Teachers ensure that members of support staff are well informed and that they are fully involved in all activities, including assessing pupils' learning. As a result, learning support assistants are used effectively most of the time. However, there are occasions

during whole-class sessions at the start of lessons when their time is not used as well as it could be because they just sit and listen. This is an inefficient use of a valuable resource.

15. High quality support from teachers who specialise in the teaching of pupils with English as an additional language helps these pupils to learn well. This is a significant improvement since the last inspection, when the level of language support was judged to be ineffective. Teachers' planning frequently identifies key vocabulary that is to be taught to pupils with less well-developed skills in spoken English. Bilingual members of staff translate as necessary into the pupils' first languages, to ensure that they understand what is being said. This was seen to good effect in a science lesson, where regular translations helped all pupils to make good progress in learning about materials that conduct electricity.
16. Teachers have high expectations of what pupils should achieve and they prepare well for lessons. They are well organised and activities are interesting and fun. Lesson planning is detailed. An improvement since the last inspection is that planning now identifies work for pupils of differing prior attainment. However, too many activities are directly initiated by the teacher and, as a result, pupils have few opportunities to think for themselves. The high level of adult support means that pupils become very reliant on this help and they are not encouraged to take enough responsibility for their own learning. This is an important weakness of teaching.
17. Throughout the school, teachers work hard to manage pupils' behaviour, making good use of praise to develop pupils' self-esteem. This is largely effective, although on occasions older pupils do not behave as well as they should. Teachers explain tasks clearly and work hard to ensure that time is not wasted in lessons. However, pupils do not always listen well to each other, which can slow the pace of learning. This is most noticeable in Years 1 and 2, where pupils are very enthusiastic and often call out answers. There are insufficient opportunities for pupils to develop these listening skills.
18. Resources are used effectively to make learning interesting. For example, in a religious education lesson, artefacts about baptism helped pupils from different religious backgrounds develop a good understanding of the Christian ceremony. Very good use is made of information and communication technology to support learning. This has the greatest impact on standards in mathematics, where the recent introduction of an interactive computer programme has helped pupils to achieve good results in the National Curriculum tests at the end of Year 2.
19. Teachers make good links between different subjects to make learning purposeful. In Year 2, for example, the teacher successfully followed up work from a science lesson by planning a design and technology activity which required pupils to put their knowledge of electrical circuits into practice. Teachers give pupils appropriate opportunities to use their numeracy and literacy skills in different curriculum areas. Literacy skills are developed most effectively in Year 1, where pupils get many opportunities to write in literacy lessons and purposefully in other subjects. This has a good impact on learning.
20. The quality of day-to-day assessment is good. This is an improvement since the last inspection. Good use is made of assessment information to help teachers decide what needs to be taught next. At the start of the lesson, teachers carefully share with the class the purpose of a particular activity, often going back to the objective at the end of the lesson to check how well pupils have learnt. This good practice helps to make learning purposeful and gives teachers good information to help them decide what needs to be taught next. Teachers mark pupils' work conscientiously, but do not often add useful written comments to identify what has gone well or how work could be improved.
21. Arrangements for homework are good. A homework club is well attended by pupils and parents, and helps to develop home-school links.

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

22. The school provides a rich and stimulating curriculum. It is broad and balanced, and is extensively supplemented by a very good range of additional activities. The curriculum fully meets statutory requirements, which is an improvement since the last inspection when provision for information and communication technology (ICT) was unsatisfactory. Provision for ICT is now very good.
23. The curriculum is well structured and carefully planned. Good use is made of nationally recognised schemes of work to ensure that pupils learn new skills and knowledge systematically. The literacy and numeracy strategies have been very effectively implemented and are having a good impact on standards. Teachers plan carefully for the use of literacy and numeracy skills in different curriculum areas. A comparative weakness is the limited opportunity that pupils in Year 2 are given to write purposefully in lessons other than English. In the nursery, a large percentage of time is spent developing children's skills in English. Whilst this is important, it can mean that in some weeks the time allocated to the teaching of mathematics is too low.
24. Detailed short and medium-term planning ensures that the needs of pupils are met in lessons. Comparative weaknesses in the curriculum are the amount of time allocated to physical education and music in Years 1 and 2. In physical education, the school allocates a one-hour lesson per week for the teaching of skills. This is insufficient for pupils to make the same good progress that they make in many other subjects, especially as the one-hour allocation includes changing time. Similarly, the time allowed for the teaching of music is lower than is normally found in infant schools.
25. Great care is taken by all members of staff to enrich the curriculum whenever possible. A stimulating range of educational visits is planned each year, and they make a good contribution to pupils' learning. For example, pupils in Year 1 had just returned from a day visit to London, which led to good quality history and geography work being produced. Visitors who are able to offer a particular skill are also used to good effect. A recent visit by a 'design and technology bus' from a local university made a good contribution to pupils' learning.
26. Links with the local community are very good, and further enhance the curriculum. Regular visits from members of the local community are used to good effect in lessons. For example, a local Christian group takes an assembly each term. Very good links with local industry help the school in a number of ways. Financial support has been used to improve resources for ICT. In addition, employees from a local firm regularly visit school to act as reading partners for individual pupils. This worthwhile activity helps pupils to improve their reading skills. The school has appropriate links with other local schools to ensure smooth transfer arrangements.
27. There is a very good range of extra-curricular activities to help pupils improve their skills. These are organised by members of staff and other helpers, and are held during and after school. These activities include dance, homework, computer and mathematics clubs. A summer literacy school has been run for the last two years for pupils in the reception class and Year 1. This is much appreciated by parents and is well attended. It has a good impact on standards, ensuring that there is no dip in progress over the summer holidays.
28. The school has a good awareness of the need to ensure equal access to the curriculum for all pupils. High quality support provided by the local authority helps to ensure that pupils with English as an additional language are able to participate fully in all lessons. This enables them to acquire new skills at a good rate, and the speed with which they pick up skills in spoken English is impressive.
29. Provision for pupils with special educational needs is satisfactory. Most pupils with special needs make good progress because of the high level of adult support available in classes. Individual education plans for these pupils are detailed and so provide clear guidance for members of staff when planning work. However, the learning of pupils with statements of special educational needs is less secure. School records show that these pupils do not learn as quickly as they should, and they make limited progress. At present the statemented pupil has been identified as needing access to a curriculum suitable for children in the reception year, in practice the work

provided is often the same as for other pupils in the class. As a result, his needs, as identified by the school, are not fully met.

30. As at the time of the last inspection, the school makes good provision for pupils' personal development. Stories in lessons promote pupils' awareness of moral values, and school rules are prominently displayed around the school. Teachers use discussion times to promote an understanding of right and wrong, and to enable children to have an insight into how their actions affect others. Assemblies are well planned and include a good spiritual dimension. The music that is played every morning as pupils enter the hall helps to create a reflective atmosphere. Pupils are given good opportunities for prayer or quiet reflection. In religious education, pupils learn about Christianity as well as other faiths, such as Islam and Judaism.
31. Provision for social development is good. Pupils in Years 1 and 2 participate responsibly in the school council, discussing issues that directly affect them. Pupils feel that their views are listened to and are able to describe things that have changed as a result of their ideas. For example, pupils decided on the colour of new bins in the school play area. Pupils are encouraged to take responsibility for aspects of school life and they do this well. However, their independence in lessons is less well developed. A drawback of the high level of adult support in lessons is that pupils do not learn to show initiative when working or take greater responsibility for aspects of their work. Older pupils rarely get out their own resources, and they have little opportunity to decide for themselves how they are going to work on a particular task.
32. Provision for pupils' cultural development continues to be good. Pupils learn about their own and other cultures and traditions in lessons and through visits and visitors. Links with a school in the United States of America have helped pupils to develop an understanding about differences in cultures. The school has a very good range of multicultural artefacts. These help pupils to appreciate each other's cultural differences and to learn to respect views or beliefs that are different from their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school provides very good care for its pupils. There is a welcoming and friendly family atmosphere, which has a good impact on pupils' welfare. Parents are able to approach the school with suggestions or concerns so that pupils' individual needs can be met.
34. As at the time of the last inspection, good procedures are in place for ensuring pupils' welfare. Members of staff have a genuine concern for all pupils, whatever their needs. All classes have very good support from additional members of staff, which has a positive impact on learning. All members of staff understand fully the school's good procedures for child protection. The school has a high regard for pupils' safety and protection. A detailed health and safety policy is in place, and risk assessments are regularly promoted for action. A qualified first aider takes very good care of minor injuries and accidents, dealing with them in a calm and professional way. Care is taken in recording such accidents and informing parents.
35. There are good procedures for monitoring attendance, and parents are expected to explain all absences. These procedures have resulted in an improvement since the last inspection, although there is still a high number of authorised extended holidays.
36. Satisfactory procedures are in place for monitoring and promoting good behaviour. School rules are prominently displayed around the school and are known to pupils. Teachers value each pupil, and use encouragement and praise effectively to improve behaviour. Members of support staff play a valuable role in reminding pupils of the school's expectations. Whilst pupils behave well most of the time, strategies used by teachers are not always successful, and some older pupils can behave immaturely at times during lessons. Procedures for monitoring and eliminating oppressive behaviour are good. Adults supervise pupils closely, enabling them to feel safe and secure.
37. The procedures for monitoring pupils' personal development are very good. Members of staff know the pupils well, and keep careful records about their personal achievements and

development. Personal and social targets are kept for younger children, and these are successful in helping them to develop appropriate skills.

38. There are very good procedures for monitoring and supporting pupils' academic progress. Extensive records are kept for each pupil, including examples of work. The needs of each pupil are discussed between teachers, and national curriculum test results are analysed thoroughly and compared. The chair of the governing body plays a very active role in monitoring pupils' attainment and progress. Her professional experience enables her to discuss with the headteacher the appropriate levels obtained in English and Mathematics. Teachers make very good use of the information collected about pupils' attainment and progress to plan appropriate work for different groups of pupils. Assessment information was not used effectively at the time of the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The correct pre-inspection questionnaire was not sent to parents in time for results to be included in the inspection report. However, the questionnaires received by the inspection team gave a good indication that parents are very supportive of the school's work. Parents confirmed these positive views during the week of the inspection and at the very positive pre-inspection meeting. Parents were also found to be supportive at the time of the last inspection.
40. The school values this strong partnership with parents. Very effective links are made between the school and parents with English as an additional language, by providing important school documents in community languages and by employing a well-trained bilingual assistant as a home-school liaison officer. Her presence at the school entrance enables close contact to be maintained between parents and the school. The school enhances this link by offering parents the opportunity of bringing pupils to the 'Before' or 'After School' Club. Some parents give good support to the work of the Friends Association.
41. The quality of the information provided by the school has improved since the last inspection and is now very good. Teachers share the information they have collected on pupils' progress in termly meetings with parents. Written annual reports of progress show clearly what pupils have achieved, and indicate whether a pupil is working at an appropriate level. Regular letters are sent to parents about school life and events, and parents can have them read or translated. The school brochure and governing body annual report are full of clear information about the school. An Early Years Handbook is available for parents of young children joining the school, and this is very attractively presented.
42. Not many parents help in classes or with homework, and a few parents have concerns about the provision of homework. Inspection findings are that the school sets out clear expectations for homework in a formal policy, and that it is regularly set and appropriate for the ages of the pupils. Parents are happy with the way the school prepares their children for the next stage of their education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The outstanding headteacher provides dynamic and inspirational leadership, ensuring that the school focuses on continuing to raise standards. Her clear vision, high expectations and willingness to lead by example have encouraged members of staff to work together effectively on school improvement. There is a strong commitment towards improving further. Members of staff have clear roles and responsibilities, which they carry out diligently and effectively. Appraisal and performance management are used very effectively to identify individual strengths and weaknesses, so that suitable training can be provided and strengths used for the common good of the school. The school's aims to value and develop individual pupils are very well met. Leadership and management have improved since the last inspection and are now very good overall.

44. Experienced and well-informed governors take a full part in supporting and monitoring the work of the school, and they make a very good contribution to the success of the school. They ensure that they fulfil all their statutory duties. They have a very good understanding of the school's strengths and weaknesses by visiting school regularly, observing teachers and pupils in lessons, and reviewing test information and pupils' work.
45. The school reviews its work very thoroughly and takes excellent action to achieve its targets. The very successful way that the progress of developments and the work of the school are monitored has made the school very effective. All issues identified in the last inspection report have been tackled in full. Very effective use is made of test data to establish what aspect of each subject needs to be developed further, and these priorities are included in the very good school development plan. The school has made excellent progress since the last inspection in 1997.
46. Financial resources are used well to support the work of the school. The headteacher is very successful in gaining additional resources and funding from grants and local industry. For example, a number of the computers were provided by local businesses, and the school was repainted free of charge under a community service scheme. Very effective financial planning ensures that funding is carefully targeted at raising standards. The school applies the principles of best value effectively by comparing costs, and it provides good value for money. The school has built up a large contingency fund over the last two years, though there are appropriate plans to spend this money in the next financial year. Office staff are very efficient, and ensure that the administration is handled effectively so that the school runs smoothly.
47. There is an excellent provision of experienced and well-trained staff. This provision has a high impact on raising attainment, with pupils benefiting from being able to work in small groups in most lessons. The school provides very good opportunities for new members of staff to succeed.
48. Accommodation and learning resources are good and support effective learning. Within the last year, doors have been fitted to all classrooms so that teachers and pupils can work quietly without being disturbed by sounds from other classes. The school hall, which was rather dark at the time of the last inspection, is newly decorated and the acoustics have been improved by the addition of hangings from the ceiling. Learning resources have improved considerably since the last inspection when there were shortages in several subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to raise standards further and improve the quality of education provided, the headteacher, other members of staff and governors should:
- (1) Improve pupils' listening skills, particularly in Years 1 and 2. (Paragraphs 3,6,17,77,81,89,99,114,121,144)
 - (2) Increase pupils' independence and the opportunities to use their initiative in their learning. (Paragraphs 10,16,80,90,98,99,114,138)

The following minor issues should be considered for inclusion in the school's action plan:

- Improve the effectiveness of teachers' marking. (Paragraphs 20,80,93,101)
- Increase the time made available for teaching physical education and music. (Paragraphs 24,132,140)
- Increase the adult-led mathematical activities in the nursery. (Paragraphs 23,64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	58	21	0	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)	30	79
Number of full-time pupils known to be eligible for free school meals	0	17

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	8	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	8.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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
	2000	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	10	10	8
	Total	20	21	19
Percentage of pupils at NC level 2 or above	School	87 (85)	91 (91)	83 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	10	9	9
	Total	21	20	21
Percentage of pupils at NC level 2 or above	School	91 (85)	87 (88)	91 (88)
	National	84 (82)	88 (86)	88 (87)

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	0
Pakistani	51
Bangladeshi	2
Chinese	0
White	14
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	163.8

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.

Financial information

Financial year	2000
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	£
Total income	323,903
Total expenditure	301,558
Expenditure per pupil	3,016
Balance brought forward from previous year	15,873
Balance carried forward to next year	38,218

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	4
Total aggregate hours worked per week	66.2

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Results of the survey of parents and carers

Summary of parents' and carers' responses

The correct parents' questionnaire was sent out too late for results to be included in the inspection report. However, questionnaires returned and discussions with parents at the pre-inspection meeting and during the inspection show that parents have very positive views of the school and most parents are happy with all aspects of the school's work.

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

50. Children's attainment on entry to the nursery is well below average due to the high percentage of children having limited spoken English and not performing well in the assessment tasks. Half the children transfer to the reception class in the main school at the end of their time in the nursery. The other children move to neighbouring primary schools.
51. By the end of the reception year, children's attainment is in line with the expectations of the official early learning goals in personal and social development, creative and physical development. It is below expectations in communication, language and literacy, mathematics, and knowledge and understanding of the world. All children, including those with special educational needs and those for whom English is an additional language, make good progress in all areas of learning in the nursery and reception classes. Progress has improved since the time of the last inspection when it was satisfactory.
52. The quality of teaching is good overall and very good in more than one lesson in four. Teachers are patient and enthusiastic, and successfully encourage children to take part in the range of activities provided. Bilingual assistants are used effectively to support children with English as an additional language, giving them full access to the curriculum. Members of staff manage children's behaviour effectively. Resources are used imaginatively to make learning interesting. For example, children in the reception class used several battery-operated toys as part of a topic on electricity. Teachers have high expectations of what children should achieve, and ask challenging questions encouraging them to think and suggest their own ideas. Demonstrations are used effectively to help children, especially those with English as an additional language, to understand what they are expected to do.
53. The reception and nursery teachers work together closely with the nursery nurse to manage provision effectively for children in the foundation stage. Together, they plan very thoroughly an interesting and varied curriculum that covers all the recommended areas of learning, both in the classroom and in the outside area. Lesson plans show clearly the teachers' expectations for children of differing prior attainment. In the nursery, members of staff are successful in ensuring that morning and afternoon sessions provide the same learning opportunities. Teachers have good plans for the future, and wish to extend the outside area to include a 'sensory' garden, outdoor playhouse and covered area for reception children. There are very thorough assessment procedures to show children's attainment and progress over their time in the foundation stage.
54. The teachers are new to their roles in the reception class and nursery, although both have received good training and are experienced at working with young children. The accommodation is very good, with safe outdoor areas for the reception and nursery. There are good resources for all areas of learning, and very effective use is made of local visits to enrich children's learning. For example, children take part in shopping for food for their class pets, and visit places of worship such as the Mosque and Anglican Church. Visitors to the school also make a very good contribution by discussing their occupations.

Personal, social and emotional development

55. Children make good progress so that their attainment by the end of the reception year is in line with the expectations of the early learning goals. Children dress themselves quickly and sensibly, and work hard at the tasks they have been given. They form good relationships with members of staff and each other.
56. In the nursery, children co-operate well with each other when making a pretend puppet show, and persevere with the activities provided. They are quick to settle to an activity and behave very well at all times. Most children are confident to try new activities and are well motivated.

57. The quality of teaching is good. Children are given the opportunity to develop their responsibility well. For example, children in the reception class helped to collect games' equipment at the end of a physical development lesson and children in the nursery help to distribute fruit during snack time. Teachers use praise effectively, encouraging children to make suggestions during discussions. Members of staff are careful to demonstrate good manners, such as saying 'please' and 'thank you', and this gives children good guidance for their development. Members of staff make effective use of stories to reinforce correct behaviour such as discussing actions that are kind or unkind. Teachers manage the potentially difficult behaviour of some children sensitively but firmly. In this way, confrontation is avoided and children are able to channel their energy into learning effectively.

Communication, language and literacy

58. Children's attainment by the end of the reception year is below the expectations of the early learning goals. Many children in the reception class read simple books fluently and discuss what they have read. However, about a quarter of the children have a limited sight vocabulary and have not yet made a connection between the sound and the written form of letters when reading. Higher attaining children write one or two sentences, sometimes with punctuation, and spell simple three letter words correctly. Several lower attaining children are not writing recognisable words and some do not form letters correctly.

59. Children in the nursery are confident when talking to adults about their own experiences, despite many of them having limited vocabularies in English. Most recognise their own name when written down, and enjoy looking at books, turning the pages correctly. They make marks on paper to represent 'writing' although letters are not recognisable. Higher attaining children write their own names and some other recognisable letters. They are beginning to guess the right word when given the initial sound. For example, when sharing a book with the teacher about trains, they guessed the word 'station' when given the 'st' sound. Children with very little spoken English make limited responses in English or their home language when discussing the contents of a book, and tend not to listen to each other well. Lower attaining children are not able to write their own names.

60. The quality of teaching is good. A particular strength is the interesting way members of staff read stories to encourage good listening. Effective use is made of the bilingual assistants to support the understanding of children with English as an additional language. Stories are carefully chosen to support learning in other subjects. For example, when learning about trains as part of a topic on transport, the stories chosen all involved trains and train journeys. Questioning is used effectively to assess what children have understood and to further their knowledge. For example, when reading a story about trains, the nursery nurse asked the children 'What does a green light mean?' and 'Is the train travelling quickly or slowly?' In the reception class, the teacher demonstrates the correct use of punctuation effectively. Reading skills are taught well during whole-class reading sessions. During all activities, members of staff promote new vocabulary effectively.

Mathematical development

61. Children's attainment is below the expectations of the early learning goals by the end of the Reception Year. Most children in the reception class count to twenty, and about half add small numbers together. However, few children are able to make a simple repeat colour pattern, and some write numerals around the wrong way.

62. Children in the nursery sort objects according to type or colour, and make the correct number of marks to represent a number up to six. Higher attaining children order objects according to size, and understand vocabulary such as on and under. Lower attaining children, many with limited spoken English, count to 10 accurately but have little mathematical vocabulary in English, such as 'up' or 'down'.

63. The quality of teaching in the one lesson observed in the reception class was very good. Very well organised fun activities involved all children effectively and enabled them to learn quickly.

Children worked sensibly with or without adult support, helping each other when necessary. The teacher maintained a good pace to the lesson by providing a wide range of resources and changing activities before children started to lose interest. Challenging tasks meant that all children needed to think carefully about what they were doing.

64. There are too few planned opportunities for members of staff to support children in mathematical development in the nursery. However, members of staff regularly teach mathematical skills during other activities. For example, when working in the play 'travel agents', the teacher showed children how to make a tally to represent the number of people going on holiday and how to write the numerals. When helping children build models from a construction kit, the nursery nurse asked children to count the number of wheels they needed to make a particular vehicle.

Knowledge and understanding of the world

65. Children's attainment is below the expectations of the early learning goals by the end of the Reception Year. In the reception class, children join materials together using glue and staples. Higher attaining children draw plans for their models, showing the materials they intend using. They develop a good understanding of some of the differences in people's beliefs, such as the importance of a scarf to a Muslim girl. However, many children are still at an early stage of developing vocabulary of everyday objects, such as 'switch' and 'light bulb'.
66. In the nursery, higher attaining children use the mouse confidently when moving objects around the computer screen. Most children make interesting puppets from socks, paper bags and reclaimed materials. However, they have limited knowledge of some common activities, such as travelling by rail and the vocabulary associated with a train journey. Children with limited spoken English know the names of body parts and common animals in their home language but not in English.
67. The quality of teaching is good overall, with an example of a very good lesson in the reception class. In the very good lesson, the teacher asked very effective questions to encourage children to discuss different ways of joining various materials. Demonstrations of some of these ideas prepared children well for the practical activity planned. In both classes, interesting activities in the sand and water trays are changed every day, encouraging children to explore different objects such as sea creatures and boats. Resources are used effectively to support children's understanding. For example, when showing children how to play 'railways', the nursery teacher included flags, hats and luggage trolleys in the game to demonstrate the different roles of porter, driver and guard.

Physical development

68. Children make good progress in the nursery and reception classes so that their attainment is in line with the expectations of the early learning goals by the end of the reception year. In the reception class, children throw and catch sensibly when working with a partner and show good control when running and placing a beanbag during a team game.
69. In the nursery, children run on the spot, throw a beanbag onto a targeted area, and ride a wheeled vehicle confidently around an obstacle course. They are competent in handling small objects, such as parts of a construction toy.
70. The quality of teaching is good. Teachers carefully observe health and safety issues and discuss these with the children. In the reception class, for example, the teacher reminded children that ordinary shoes are not suitable for running in the hall because they can be slippery. A fun approach to warming-up before exercise helps children to concentrate well and try hard. Bilingual assistants are used effectively to help children understand what they are expected to do. Teachers have high expectations of how children are to behave, and so children concentrate well on the tasks they have been given and co-operate with one another sensibly. Teachers give effective support in developing new skills.

71. Children are given a range of interesting activities to improve their hand control. For example, children in the nursery use wooden rods to make patterns in a tray of salt, and shape and cut dough using a range of tools. Effective links are made between physical development and other areas of learning. For example, the reception teacher reinforced children's numeracy skills well when discussing the distances involved during the team game, and children increase their listening skills by following clear instructions. There are well-resourced areas outside to boost children's physical development.

Creative development

72. Children make good progress so that their attainment by the end of the Reception Year is in line with the expectations of the early learning goals. Children in the reception class sing well-known rhymes enthusiastically and in tune. They listen carefully to pre-recorded music and experiment with percussion instruments, making loud and soft sounds. When making pictures, they use a range of methods and techniques such as printing, drawing and collage.

73. Children in the nursery are keen to sing repetitive songs, joining in with simple actions and sound effects. They paint recognisable objects, such as fire tenders, following a visit from the fire brigade. Children use their imaginations effectively when dressing up and playing in the playhouse.

74. The quality of teaching is good overall, with some very good teaching observed. A particular strength in the nursery class is the way the teacher supports children in role-play sessions. For example, when working in the play 'travel agents', the teacher extends the children's vocabulary very effectively by talking them through the process of booking a holiday. Children develop their imaginations at the same time as improving their literacy and numeracy skills, with discussions about times, numbers of holidaymakers and cost. In the reception class, the teacher provided very good support when children painted pictures in the style of Renoir. Various techniques were taught very well, such as the use of fingers, brushes and straws to create different effects. The teacher had high expectations of the children and asked constant questions, so helping children to observe closely. Praise was used very effectively to encourage children to try hard and concentrate well.

75. Good use is made of information and communication technology to support children's learning. In the reception class, for example, an art programme was used very effectively to teach children to make choices about colours and to develop skills in drawing.

ENGLISH

76. Pupils' attainment is above average overall, and they make at least good progress throughout the school. There has been a significant improvement in attainment and progress since the last inspection, when attainment was below average and pupils made satisfactory progress. In the National Curriculum tests in 2000 at the end of Year 2, pupils' attainment was average in writing but below average in reading when compared with all schools. The number of pupils attaining the expected level (Level 2) was above average in reading and writing. When compared with similar schools, attainment was well above average in writing and average in reading. National comparative figures are not yet available for the 2001 tests, but the school's results indicate that attainment has improved considerably on 2000 in reading and writing. The school sets ambitious targets in English and exceeded these targets in 2000 and 2001.

77. Pupils' attainment is below average in speaking and listening. Pupils with English as an additional language make very good progress in developing spoken English. By the end of Year 2, they are confident and enjoy speaking to adults and answering questions. However, there are limitations in their understanding and extensive use of English vocabulary. Pupils' skills in listening, particularly to each other, do not progress sufficiently. They tend to call out answers to teachers' questions or chatter to each other rather than listen to the answers given by other pupils.

78. Pupils' attainment is above average in reading. By the end of Year 2, most pupils have a good knowledge of the sounds that different letters make, and use this information effectively when attempting unfamiliar words. Pupils are enthusiastic about the books they read, and enjoy discussing the text and illustrations. They read with good expression individually and when reading a text together, and enjoy the humour in the stories they read. Higher attaining pupils have a clear understanding of the characters and events in a story, and know how to use an index or contents page when searching for information in a reference book. Lower attaining pupils and those with special educational needs need support to discuss what they are reading, although they know a number of common words by sight. In Year 1, pupils read a class poem dramatically, accompanying their reading with suitable sound effects. They are keen to read their own work to the class and applaud each other's good work spontaneously. Throughout the school, pupils with English as an additional language have some difficulties in understanding aspects of the books they read when the vocabulary or activities described are not part of their own experiences.
79. Pupils' attainment is well above average in writing and they make very good progress. At the start of Year 1, most pupils are still copying the teacher's writing, but, by the end of the year, most are writing several sentences independently with some punctuation. By the end of Year 2, most pupils write extensively using joined handwriting, making correct use of punctuation such as full stops, commas and speech marks. Their work is grammatical and often correctly spelt. Higher attaining pupils make their writing more interesting by using a wider range of punctuation and by adding phrases such as 'all of a sudden'. During the inspection, teachers in Year 2 were providing good support in the use of descriptive words when writing poetry about snakes. However, because English is not the first language of most pupils, they usually have a limited range of vocabulary to make their writing interesting. Lower attaining pupils write shorter sentences that are not always grammatically correct. Pupils with special educational needs make satisfactory progress overall. They make good progress when supported by an adult. Pupils with statements of special educational need are occasionally given unsuitable work and at these times they make insufficient progress.
80. Throughout the school, pupils depend too much on adults for help with spellings, despite having a good knowledge of the sounds various letters make and the ability to use dictionaries independently. Older pupils find it difficult to concentrate when not working in a group with an adult. Pupils do not always present their work neatly, and teachers do not use marking consistently to show pupils how their work could be improved.
81. The quality of teaching is good overall, with an example of very good teaching observed in Year 1. In the very good lesson, the teacher involved pupils well in their own learning by encouraging them to read a caption showing the purpose of the lesson and by expecting individuals to read various parts of the story. The text was used very successfully to teach pupils about certain word endings and how punctuation is used to improve meaning. The full involvement of pupils helped them to concentrate well, and they produced good quality written work as a result. Throughout the school, teachers plan lessons very thoroughly and have clear expectations of what they hope pupils will achieve. The specialist teachers for pupils with English as an additional language work effectively with class teachers in planning suitable work and supporting pupils in class. Teachers are particularly skilled in speaking and reading clearly, making understanding easier for pupils by putting the emphasis on key words. The effective use of expression provides pupils with a good role model for their own reading. Teachers use praise effectively to encourage pupils to answer questions. Pupils in Year 2 are given regular opportunities to improve their spelling and handwriting through short daily practice. There is a high level of good quality adult support for individuals and groups of pupils from well-qualified teachers of English as an additional language, bilingual assistants and learning support assistants. However, assistants' skills are not always used effectively during whole-class work. Teachers provide insufficient opportunity for pupils to learn to listen to each other. Teachers keep very good records showing assessments of pupils' attainment and progress.
82. The very effective co-ordinator works very closely with the English as an additional language support team to improve provision in the subject. The National Literacy Strategy has been implemented and monitored very effectively, resulting in an improvement in the quality of teaching and higher standards. Training for members of support staff has enabled them to help

with guided reading in lessons. There are clear plans to further develop the subject by introducing a computer programme to improve pupils' reading comprehension.

83. A homework club has helped parents take a greater part in supporting the work of their children. A literacy summer school, run by one of the teachers, has had a very positive impact on the progress of a number of pupils. A drama club provides valuable opportunities for Year 1 pupils to increase their knowledge of the English language and improve their use of expression by acting out familiar stories. Volunteers from local industry regularly support individual pupils with their reading, and this is effective in increasing their interest and attainment. Since the last inspection the school has improved resources for the subject. There is a good breadth of reading materials, including dual language books and story tapes in several languages. Signs in the classrooms are printed in English and Urdu, in recognition of many pupils' home language.

MATHEMATICS

84. Pupils' attainment is above average by the end of Year 2, with pupils achieving well according to their prior attainment. This is a significant improvement since the last inspection, when standards of attainment were below average. There continues to be a year-on-year improvement in test results. The results of tests for pupils aged seven in 2001 are significantly higher than they were in 2000. The test results for 2000 show that pupils' attainment was well below average when compared with all schools but average when compared with similar schools. Figures are not yet available for the 2001 tests to allow comparison with schools nationally, but the school's results are much higher, with most pupils achieving the expected level (Level 2) and 42 per cent of pupils achieving the higher level (Level 3).
85. There are several factors that explain the improved test results. The numeracy strategy has had a good impact on pupils' learning, and teachers ensure that pupils are now very well prepared for the tests by spending time practising key test skills. In addition, in the past year, the school has also begun to make extensive use of an interactive mathematics computer programme that gives pupils very good opportunities to practise and develop key skills. Pupils work on this programme 3 or 4 times a week for 15 minutes at a time. This has been a major factor in the improvement in attainment over the last year.
86. Inspection findings confirm that there is no significant difference in the attainment of pupils of different gender or background. Pupils with special educational needs or with English as an additional language benefit enormously from the high level of adult support available in lessons. This support is well focused and means that differing needs are well met, so that most pupils make at least good progress. At the time of the last inspection, learning support assistants were found to have little impact on learning. This is no longer the case. Pupils with statements of special educational need are given appropriate support in lessons, though their learning is less secure at times, when the work set is too difficult.
87. By the end of Year 2, pupils have a good understanding of basic number concepts. They count forwards and back in ones, twos and fives, and add and subtract using numbers up to at least hundred. More able pupils confidently work with larger numbers than this. When handling money, most pupils add together small sums of money using pence, and solve simple shopping problems. Pupils can halve shapes and numbers, and sort objects into sets according to colour, shape and size. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils are beginning to develop a good understanding of place value. Pupils have good skills in using and applying their mathematical knowledge, although this aspect of attainment is slightly less well developed than other aspects. Pupils sometimes lack confidence in applying their skills to practical situations, and find it difficult to work independently.
88. The quality of teaching is good. This is an improvement since the last inspection when teaching was satisfactory overall, with some unsatisfactory teaching. There have been improvements in teaching over the last three years. Teachers are now giving a far greater emphasis to the teaching of mental mathematics skills, and more time is given to exploring mathematical ideas in a practical context. This is having a positive impact on standards in this aspect of mathematics.

89. Teachers have high expectations of what pupils should achieve in all lessons. This was not the case at the time of the last inspection. They plan lessons carefully, using the format recommended by the numeracy strategy. They identify in their planning what they expect pupils of differing prior attainment to learn from a particular activity. Teachers make effective use of praise, ask suitable questions to ensure that pupils understand, and make good use of a review session at the end of lessons to share and reinforce what has been learnt. Behaviour is managed effectively and, as a result, most pupils behave well in lessons. However, pupils are not good at listening to each other, and this can slow the pace of learning, especially when pupils are all sitting together on the carpet. This is most noticeable in Year 2.
90. Whilst there are many benefits to the high level of adult support in classes, there is one noteworthy drawback. Pupils become too reliant on adult help and they are not sufficiently encouraged to work independently. They rarely get their own resources out and frequently ask for help, even when it is not really needed. Teachers do not give pupils enough encouragement to work independently, especially when working on practical activities such as problem solving and investigations. This is a weakness of teaching.
91. The curriculum is broad and balanced, and the numeracy strategy is firmly embedded in school practice. The good number of pupils who attend a regular mathematics club indicates pupils' interest in the subject. This makes a good contribution to pupils' learning.
92. There are good procedures for monitoring pupils' attainment and progress, and teachers use this information effectively to decide what needs to be taught next. The school makes effective use of National Curriculum tests and other assessments to measure progress through Key Stage 1. These results are carefully analysed to identify how pupils' attainment could be improved.
93. Work is regularly marked, although teachers rarely add written comments to identify how pupils could improve. The school has thorough systems in place to track pupils' progress, and this information is used very successfully to set targets for what pupils should be achieving.
94. Management of the subject is good. The subject co-ordinators are well trained and have taken a good lead in improving teaching and learning. Careful monitoring of pupils' work has helped to improve practice throughout the school. Where necessary, additional training has been used to develop the consistency of teaching throughout the school. Resources have been improved and are now good. The school has pioneered the use of information and communication technology as a means of improving standards. The impact of this work is clear from the improved National Curriculum test results in 2001.

SCIENCE

95. Pupils' standards of attainment are above national averages by the end of Year 2. This is better than at the time of the last inspection, with the quality of teaching throughout the school significantly improved. Teacher assessments at the end of Year 2 in 2000 and 2001 confirm inspection findings. Particularly noteworthy is the very high percentage of pupils achieving the higher level (Level 3) in these assessments.
96. There is no significant difference in the attainment of boys and girls or pupils from different backgrounds. Pupils with special educational needs or English as an additional language make good progress and attain good standards in relation to their prior attainment. Pupils benefit significantly from the very high adult to pupil ratio in most lessons; in one lesson during the inspection there were 2 qualified teachers and 3 well-trained learning support or bilingual assistants working with 19 pupils. This is a major factor in the improved attainment of pupils since the last inspection. Teachers ensure that learning support assistants are well informed about what is being taught in a lesson. This enables support to be unobtrusive but effective.
97. Pupils in Years 1 and 2 understand that there are different sources of light and can explain where electricity comes from. They know which types of food are good for you and which are less healthy. By the end of Year 2, pupils are beginning to develop a wider range of skills and

knowledge. They describe in more detail where light comes from and know that plants need light and water to grow. They understand that electricity is dangerous, and explain how we use electricity in our everyday lives. Most pupils can build a simple circuit to light a bulb, and many know that not all materials conduct electricity. Pupils in Year 2 have a good understanding of the different properties of materials. They successfully categorise materials according to their properties and understand how materials can be changed by the application of heat.

98. Pupils confidently apply their scientific knowledge to practical situations that have been set up by their teacher. This is particularly noticeable in Year 2, where the teacher gives pupils many opportunities to carry out investigations. Pupils do this successfully. They are beginning to understand what is meant by a fair test, and are successfully encouraged by the teacher to make sensible predictions about what they expect to find out from an investigation. However, pupils lack independence and find it difficult to organise and carry out investigations without a high level of adult support. This is a comparative weakness in pupils' attainment. Teachers do not give pupils enough opportunities to devise their own work or to decide for themselves how they are going to record their findings.
99. The quality of teaching is good. Lessons are carefully planned. Teachers use questioning well to encourage pupils to think about what they are learning and to assess their understanding. Teachers have good subject knowledge and prepare carefully for lessons, making good use of resources, including information and communication technology where appropriate. Activities are interesting, and teachers try hard to make learning purposeful. They are very aware of the specific needs of pupils with English as an additional language. Important vocabulary is carefully introduced, and learning support assistants are used effectively to ensure that pupils understand new concepts. Teachers are careful about ensuring that pupils understand why they are doing a particular activity and what they should learn from it. This helps to keep pupils interested in their work and means that pupils behave well on most occasions. However, pupils do not listen well to each other and often call out answers, particularly in Year 2. This can, on occasions, slow the pace of work and mean that time is wasted. Many pupils find it hard to work independently, and teachers do not sufficiently encourage pupils to develop this skill. This is a weakness of teaching that has an impact on the development of pupils' skills.
100. Good links are established between science and other subjects. Information and communication technology is used well to reinforce skills or to help pupils' record their findings. Pupils are given appropriate opportunities to use their numeracy and literacy skills in science lessons. However, pupils in Year 2 copy work too often rather than thinking of their own ways to record findings.
101. The quality of teachers' day-to-day assessment of pupils' work and progress is good. Teachers evaluate learning at the end of lessons and record their evaluations on their plans or on the carefully thought-out record sheets. These clearly show progress over time and are used effectively by teachers to help decide what needs to be taught next. Teachers regularly mark work but rarely write useful comments to help pupils identify what they need to do to improve.
102. The subject co-ordinator provides good leadership in the subject. Teaching and learning has been carefully monitored and colleagues have been provided with good quality training to help improve their teaching. The school provides a broad and balanced science curriculum and, since the last inspection, the school has adopted a nationally recommended scheme of work which helps to ensure that pupils' learning builds on what they have previously been taught.
103. The school is well resourced. The outside area has been developed significantly since the last inspection, and now provides a good environment for the study of plants and other living things. Occasional visits help to improve pupils' skills. For example, pupils investigated electricity and forces during a recent visit from a 'design and technology bus' from the University of Surrey.

ART AND DESIGN

104. Pupils' attainment is in line with national expectations by the end of Year 2. All pupils, including those with English as an additional language and with special educational needs, make satisfactory progress in learning a range of techniques. Pupils' skills in colour mixing and observational drawing are particularly well developed. In Year 2, pupils use blocks of colour effectively when making collages in the style of Matisse. In Year 1, pupils create good pictures in the style of Lowry. They capture the style of figures well and make subtle use of colour when blending pastels. Their paintings of beach scenes show good use of space and line to give the impression of movement. Pupils' attainment and progress have been maintained since the time of the last inspection.
105. Teaching in the one lesson observed during the inspection was good. The teacher and English as an additional language support teacher gave effective support as pupils blended chalks and drew figures in the background or foreground. The teachers' high expectations and effective discussions with individuals resulted in pupils looking closely at examples of work by a famous artist and recreating some of the detail they observed. A scrutiny of teachers' planning and samples of pupils' work throughout the school indicates that pupils are taught an appropriate range of skills over time. Teachers keep very thorough records showing pupils' attainment and progress. However, pupils are not encouraged to be independent; for instance, it was the members of staff who collected up resources at the end of the lesson. The quality of teaching was satisfactory at the time of the last inspection.
106. Whilst less time is allocated to the subject than in the past, the curriculum is sufficiently broad and balanced to enable pupils to develop an appropriate range of skills and knowledge. Good use is made of an 'art week' to give pupils sufficient time to study the work of a famous artist in greater detail and to produce some work of good quality. The curriculum has improved since the last inspection when teachers' planning lacked detail.
107. The effective co-ordinator has a good knowledge of the subject, and works with other teachers to ensure that expectations for each year group are clearly understood. There are good plans for further developing the subject by increasing the opportunities for designing and making sculpture.
108. Impromptu art clubs are sometimes formed, enabling pupils of all ages to contribute to displays of work in the school. Information and communication technology is used effectively to generate designs with a computer drawing programme. There are good resources for the subject, with plenty of art books and posters from various cultures to support pupils' learning. There are no longer the shortages in resources seen at the time of the last inspection.

DESIGN AND TECHNOLOGY

109. Pupils' attainment is in line with national expectations by the end of Year 2. All pupils, including those with English as an additional language and with special educational needs, make satisfactory progress throughout the school. Pupils in Year 2 make good moving vehicles from reclaimed materials, think up various ways of solving a given problem, and suggest possible improvements. Pupils in Year 1 use construction kits effectively when making models of playground equipment. They make moving mermaids by joining card with spilt pins. Pupils make good drawings, showing objects from various angles, and include lists of the materials they intend using. Pupils' attainment and progress have been maintained since the time of the last inspection.
110. The quality of teaching was good in the one lesson observed, which was in Year 2. The teacher successfully encouraged pupils to discuss ways of making a colour-wheel spin, and held pupils' attention well while others demonstrated their ideas. A scrutiny of teachers' planning and samples of pupils' work indicates that pupils are taught an appropriate range of skills. However, they are not given the opportunity to extend their literacy skills by writing evaluations of their own work.
111. The curriculum is broad and balanced, and follows a suitable scheme of work. The quality of teachers' planning has improved since the last inspection and is now thorough. The subject

makes a good contribution towards pupils' cultural development, and effective links are made with other subjects. For example, pupils in Year 2 designed and made attractive masks from papier-mache as part of their topic on Mexico. Very thorough assessment procedures for monitoring pupils' attainment and progress have been developed since the last inspection.

112. The effective co-ordinator monitors teachers' planning and visits lessons. She has clear plans for further developing the subject by providing pupils with greater opportunities for using their cutting and joining skills more creatively.

GEOGRAPHY

113. Pupils' attainment is in line with national expectations by the end of Year 2. All pupils, including those with English as an additional language and with special educational needs, make satisfactory progress throughout the school. Pupils in Year 2 have a satisfactory knowledge about life in Mexico and are able to make some comparisons with life in England. Pupils in Year 1 compare key features of two places they have visited. Attainment and progress have improved since the last inspection when they were judged to be unsatisfactory.

114. The quality of teaching is satisfactory overall, with an example of very good teaching observed in Year 1. In this lesson, the class teacher and the support teacher for English as an additional language worked together very effectively, helping pupils discuss the route they took on a recent train ride to London. Lucky, the travelling rabbit, was used effectively to focus the pupils' attention and to make the lesson fun. Pupils were praised well for giving good descriptions of landmarks they remembered, and this encouraged participation. Throughout the school, resources are used effectively to support pupils' understanding. In a lesson in Year 2, for example, photographs were used to show pupils what life is like in a Mexican village, and a range of foods helped pupils to contrast diets. However despite the use of interesting resources, pupils in Year 2 do not always behave sensibly and can become excitable. At these times, they do not listen well, and this slows the pace of learning. Teachers rarely show how pupils can improve their work. As at the time of the last inspection, opportunities are sometimes missed for Year 2 pupils to improve their skills by carrying out independent research or by developing their factual writing because work is often copied from the board. As a result, pupils do not always take an interest in their work and present it neatly. However, teaching has improved since the last inspection when some lessons lacked focus and the pace of learning was too slow.

115. The curriculum is broad and balanced, and teachers base their planning on a suitable scheme of work. Pupils are given good opportunities to visit places of geographical interest, such as contrasting localities, and the subject makes a good contribution to pupils' cultural development. The quality of teachers' planning has improved since the time of the last inspection when it lacked detail. In addition, there are now very good procedures for assessing pupils' attainment and progress.

116. The effective new co-ordinator has clear plans for the future development of the subject, including increasing the opportunities for pupils to visit differing locations, extending e-mail links with other schools, and further improving the accuracy of assessment procedures. There is an effective programme for monitoring the subject by making observations of teaching and learning, and by scrutinising pupils' work and teachers' planning. The school has improved resources since the last inspection, and information and communication technology is used effectively to help draw maps and graphs.

HISTORY

117. Pupils' standards of attainment are in line with national expectations by the end of Year 2. A well-planned and stimulating curriculum and improved resources have had a good impact on standards, which are higher than they were at the time of the last inspection.

118. Pupils develop sound factual knowledge. Pupils in Year 1 look at a range of artefacts, for example, explaining how kitchen utensils have changed over time. They describe holiday

clothes from Victorian times and explain why modern day clothes are different. Pupils in Year 2 learn about famous historical characters, such as Guy Fawkes and Florence Nightingale. They study the local community and can describe what life would have been like for a Victorian child. Good links with the history of the school, which recently celebrated its 125 year anniversary, help pupils to contrast life then and now.

119. Pupils with special educational needs or with English as an additional language are given good support, so that they make satisfactory progress and achieve standards appropriate to their prior attainment.
120. The quality of teaching is satisfactory. Teachers plan carefully and provide activities to meet the needs of pupils with differing prior attainment. Pupils with special educational needs are well supported in lessons, and the work they are given is appropriate to their needs. Teachers make good use of resources, including a selection of computer programmes. In a lesson in Year 1, pupils looked at seaside souvenirs from different periods of history in order to appreciate how holidays have changed. The local community is a rich source of historical evidence that is used effectively by teachers. For example, pupils in Year 2 have walked around the local community looking at different sorts of houses. Visits to places further afield also extend learning. After a visit to London, pupils were able to explain why the Tower of London was so important.
121. Learning is made purposeful and good account is taken of the cultural backgrounds of the pupils when introducing new vocabulary. Teachers have a good awareness of the needs of pupils with English as an additional language. They ensure that they fully understand what is being taught, and there is a good emphasis placed on introducing pupils to new historical vocabulary. The high level of adult support evident in some history lessons has a good impact on the learning of all pupils, but especially on the learning of pupils who are in the early stages of developing skills in spoken English. Pupils work hard, but do not always listen well to each other. They often call out when sitting together on the carpet, and the pace of their learning is sometimes slower than it should be because of this, although teachers generally manage behaviour well. Pupils are encouraged to use their literacy skills in history lessons, particularly in Year 1 where writing opportunities are good.
122. Teachers give pupils many opportunities to develop research skills, and this has resulted in an improvement in this skill since the last inspection when it was identified as an area of weakness. In both Year 1 and Year 2, very good use is made of information and communication technology to support learning. Pupils confidently use computers to record work or make discoveries through CD-ROMS or the inter-net. The library is also a useful resource for pupils who are carrying out individual research.
123. The curriculum is broad and balanced, and lessons are carefully planned using a nationally recommended scheme of work. Assessment arrangements are good. The school has devised effective methods of recording pupils' progress over time.
124. Management of the subject is good. Provision has been carefully monitored, and the work of the co-ordinator is having a good impact on pupils' learning. For example, the quality and range of resources is now good, and they help to make learning interesting. The co-ordinator has good subject knowledge and is enthusiastic about all aspects of the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Pupils' attainment is above average by the end of Year 2. Pupils with special educational needs or with English as an additional language make good progress in developing basic skills and achieve standards appropriate to their prior attainment. Since the last inspection, standards of attainment have improved significantly. This is because the school has improved resources and has introduced a suitable scheme of work to guide pupils' learning. Teachers are more confident about teaching the subject, making very good use of computers in lessons; this has had a positive impact on standards.

126. Throughout the school, pupils develop good computing skills which they are able to apply successfully to a range of practical situations. They show good levels of independence when working alone on a computer. By the end of Year 2, pupils are familiar with the layout of a keyboard and confidently type simple texts using a computer. Pupils successfully play a range of language and mathematical games using the keyboard and mouse. When word processing, they change font-type and the colour and size of their text, using their skills to present their work in a way that is attractive to an audience. Pupils successfully use clip-art to make their writing interesting, and produce graphs showing a good understanding of how computers can be used to present information in different ways. They carry out research using CD-ROMS or the internet, for example finding out about different religions or checking the meaning of new words.
127. The school has established links with a school in the United States of America, and regular e-mail contact has helped pupils to develop a good understanding of how technology can be used for communication. These links have also made a significant contribution to pupils' cultural development.
128. The quality of teaching is good. A significant strength of the school's work is the very effective way that teachers ensure that the use of information and communication technology is built into all curriculum areas. The school has a well-equipped computer room, which is used successfully to teach pupils specific skills. Teachers take care to ensure that all pupils, including those with special educational needs or English as an additional language, have equal access to the curriculum. The use of computers and other resources is carefully planned into everyday work. Pupils were observed developing their skills in a range of subjects, including literacy, science and religious education. The use of information and communication technology to develop numeracy skills is outstanding. All pupils regularly use a computer programme to answer graded questions in mathematics, either during lessons or playtimes or during a club organised by a learning support assistant. These activities have had a very good impact on standards in mathematics, and a key factor in the improved attainment in this subject.
129. Good quality displays of pupils' work show how skills are used in different subjects. These displays help to make learning purposeful to the pupils and show the progression of skills across the school.
130. Management of the subject is very good. This represents a significant improvement since the last inspection. The subject co-ordinator provides strong leadership, and this has helped to raise the profile of the subject throughout the school. Additional funding from a range of sources has helped to improve resources, which are now very good. The curriculum now fully meets statutory requirements. This was not the case at the time of the last inspection. It is carefully planned so that pupils have many opportunities to practise skills. Assessment procedures are good. The school has introduced a comprehensive record sheet which shows exactly what pupils have learnt. It provides clear information on what pupils can and cannot do, and helps teachers to identify strengths and weaknesses in attainment, showing clearly what pupils need to learn next. Monitoring by the subject co-ordinator is very thorough. Good support is offered to colleagues, especially in the area of training. There is a very good awareness of how provision in the subject can be further improved in the future.

MUSIC

131. No class lessons were on the timetable during the inspection. Judgements on attainment and progress have been made by observing the recorder club and pupils' singing in assemblies. Pupils' attainment is in line with national expectations by the end of Year 2, and all pupils, including those with English as an additional language and with special educational needs, make satisfactory progress throughout the school. Pupils sing tunefully and keep in time with the piano. When playing the recorder, Year 2 pupils follow a conductor and read simple tunes written in musical notation. Pupils' attainment and progress have been maintained since the time of the last inspection.

132. A new scheme of work provides effective support for teachers' planning, ensuring a broad and balanced curriculum. However, the time allocated for the subject is less than the national recommendation, which limits the extent of pupils' progress.
133. The effective music co-ordinator regularly monitors the work of colleagues by observing lessons and scrutinising pupils' work and teachers' planning. Findings from this monitoring are fed back to teachers and used successfully to make clear plans for the future development of the subject. There are very good assessment records showing pupils' attainment and progress.
134. A successful recorder club helps older pupils to improve their knowledge of written music and gives them opportunities to make music together. Good resources for the subject have been maintained since the time of the last inspection. There are plenty of multicultural percussion instruments and a good selection of pre-recorded music. Professional musicians have recently visited the school and run helpful workshops related to the topics being studied in science and geography. Pupils have good opportunities to perform to their parents in end-of-term concerts.

PHYSICAL EDUCATION

135. Only one games lesson in Year 1 was on the timetable during the inspection. Judgements on the attainment of pupils in this year group have been made from the work seen in this one lesson and through discussions with pupils and members of staff. There is not enough evidence to make a judgement on the attainment of pupils in Year 2.
136. Pupils' attainment in Year 1 is satisfactory for their age, with most pupils learning new skills at an appropriate rate. Pupils with special educational needs or with English as an additional language participate well in lessons and make satisfactory progress. The school has maintained the standards found at the time of the last inspection.
137. In Year 1, pupils catch and throw with increasing accuracy when working with a partner to bounce a ball to each other. They handle resources sensibly and work co-operatively when required to do so in the activity. Pupils are beginning to show a good awareness of the effects of exercise on their bodies.
138. There is insufficient evidence to make an overall judgement on the quality of teaching, but teaching in the one lesson observed was satisfactory. The lesson was carefully planned to give pupils opportunities to develop and practise a range of catching and throwing skills. The teacher showed a good awareness of health and safety requirements, and ensured that pupils were given appropriate opportunities to warm up at the start of sessions. Pupils were given good opportunities to show the rest of their class examples of their good work. However, pupils were not encouraged to evaluate each other's work. Behaviour is managed effectively, and pupils responded well to the sensitive way in which the teacher helped pupils when they were working. A learning support assistant gave good support in the lesson, ensuring that lower attaining pupils were given individual help so that they improved their skills.
139. The subject co-ordinator provides good leadership, and has a good understanding of how provision could be improved further in the future. This is based on observations of teachers and pupils at work in the well-equipped hall or small outside play area. Appropriate use is made of a nationally recommended scheme of work to support teachers in their planning. Teachers effectively assess pupils' attainment and progress by evaluating learning at the end of each lesson. There is also a good record of pupils' progress over time, which is linked to the key skills identified in the school's scheme of work.
140. The curriculum meets statutory requirements. However, the school allocates only a one-hour lesson per week for the teaching of physical education. This is not enough for pupils to make the same good progress as they make in many other subjects, especially as the one-hour allocation includes changing time.
141. A satisfactory range of extra-curricular provision enriches learning opportunities. There is a dance club, which is well attended and gives pupils good opportunities to practise and develop

skills outside lessons. Pupils are able to compete against each other in lessons and on sports days.

RELIGIOUS EDUCATION

142. Pupils' attainment meets the expectations of the locally agreed syllabus by the end of Year 2. They make satisfactory progress in developing an appropriate knowledge and understanding of several major world faiths; for example, pupils in Year 2 know how Muslims worship and describe some of the features of Judaism. They successfully learn about why certain places and people are special, and show sensitivity and respect for the beliefs of others. Younger pupils develop an appropriate knowledge of various festivals and the purpose of religious artefacts. They have a good knowledge of various Bible stories, such as the parable of the 'Sower and the seeds'. Effective links with personal, social and health education help pupils to think about their own feelings and how they can help others.
143. Pupils with special educational needs or with English as an additional language are given good support, so that they make satisfactory progress and achieve standards appropriate to their prior attainment.
144. The quality of teaching is satisfactory overall, with an example seen of good teaching. Pupils are encouraged to relate issues of faith to their own lives, and teachers make good use of the pupils' varying cultural backgrounds to make learning relevant. For example, when talking about Moses, there was a useful discussion on prophets in Islam. Pupils are interested and well motivated, but do not always take a good part in discussions. They often call out answers and are not good at listening to each other. This slows the pace of learning and makes some teaching less effective than it could be.
145. Good use is made of resources to make lessons interesting. In the good lesson, for example, resources were used effectively to help pupils develop an understanding of what is meant by baptism. Teachers are very aware of the need to extend the vocabulary of pupils who have English as an additional language. This is reflected in the good quality planning, which often identifies key vocabulary. Teachers take good care to ensure that pupils who are still developing skills in spoken English understand what is expected of them. Learning support assistants give good support in this area.
146. Samples of pupils' work show that, throughout the school, pupils are given sound opportunities to use their literacy skills when learning about different faiths. This is most effective in Year 1, where pupils are encouraged to write freely and purposefully. In Year 2, much of the work is copied from the blackboard, which means that literacy skills are not used as effectively as they could be.
147. Collective worship makes a valuable contribution to pupils' understanding about faith and beliefs. Assemblies are carefully planned, and pupils are given good opportunities for prayer or quiet reflection. Throughout the school, pupils are encouraged to think about how they can help those who are less fortunate than they are.
148. Leadership in the subject is good. There is an appropriate curriculum, and the school's scheme of work provides good coverage and support for teachers' lesson planning. Pupils' attainment and progress is effectively assessed and recorded, using a tracking sheet linked to the key skills identified in the school's scheme of work. Teachers are given effective support. The co-ordinator monitors teaching and learning in order to identify strengths and weaknesses. This has helped to develop a clear vision for the future development of the subject.
149. Resources are good. The recent purchase of a wide range of religious artefacts has helped to raise the profile of the subject throughout the school. Displays about a range of faiths help pupils to appreciate each other's beliefs. Occasional visitors to the school talk about their faith or beliefs and pupils visit different places of worship. In addition, the local vicar and visitors from other churches take assemblies. For example, a local Christian group took an assembly where pupils learnt that God will forgive them if they are sorry for doing something. These activities have a good impact on learning and pupils' spiritual development.

