

INSPECTION REPORT

WHITEHORSE MANOR INFANT SCHOOL

Thornton Heath, Surrey

LEA area: Croydon

Unique reference number: 101743

Headteacher: Miss L Sampson

Reporting inspector: Ms R Frith
2490

Dates of inspection: 15th – 18th October 2001

Inspection number: 196731

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 to 7
Gender of pupils:	Mixed
School address:	Whitehorse Road Thornton Heath Surrey
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Appropriate authority:	The Local Education Authority
Name of chair of governors/ LEA responsible officer:	Richard Hill
Date of previous inspection:	28 th April – 1 st May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	R Frith	Registered inspector	<p>Areas of learning in the Foundation Stage</p> <p>English as an additional language</p> <p>English</p> <p>Geography</p> <p>History</p>	<p>What sort of school is it?</p> <p>School's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9275	C Kalms	Lay inspector		<p>Pupils' attitudes, values, personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
25787	E Morris	Team inspector	<p>Equal opportunities</p> <p>Special educational needs</p> <p>Science</p> <p>Information & communication technology</p> <p>Art and design</p> <p>Design and technology</p>	
28200	P Stevens	Team inspector	<p>Mathematics</p> <p>Music</p> <p>Physical education</p> <p>Religious education</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitehorse Manor Infant School is a community school for boys and girls of all abilities aged 3 to 7 years. There are 175 pupils attending full-time in the reception classes and Years 1 and 2 with an additional 45 children attending part-time in the nursery. The school is situated in a multicultural urban area of north Croydon with a mixture of privately owned and rented housing. The percentage of pupils receiving free school meals is above the national average. On entering the nursery, many of the children display well below average skills in language and communication and a significant number have not had much experience in playing with other children of the same age. In the last few years the school has admitted an increasing number of children with learning and behavioural difficulties. Currently, the percentage of pupils with special educational needs is broadly in line with the national average and no pupils have a statement of special educational needs. Most of the pupils with special educational needs who require regular additional support have moderate learning difficulties. Over two-thirds of the pupils come from ethnic minority backgrounds, with the largest group being of African and African Caribbean heritage. A very high proportion of pupils speak English as an additional language. A few children are refugees or asylum seekers who may attend the school temporarily.

HOW GOOD THE SCHOOL IS

Whitehorse Manor Infant School is a very good school with many significant strengths. Pupils achieve well and standards are rising in most areas. The quality of teaching is good and pupils are encouraged to work hard and enjoy their learning. The school offers a broad and interesting curriculum with effective support for those pupils who experience difficulty with their learning or who are at the early stages of learning English. Staff use a good range of effective strategies that promote equality of opportunity and celebration of a diverse society. Leadership and management of the school are very good and the school provides good value for money.

What the school does well

- Pupils achieve well in reading, listening, mathematics and science.
- Standards in art and design, design and technology, history, music and physical education are above those expected for pupils of the same age nationally.
- The quality of teaching is good across the school for children of all abilities and is significantly enhanced by the good quality support provided by additional specialist teachers and support staff.
- Pupils with special educational needs and those who speak English as an additional language make good progress and this reflects the school's commitment to inclusive education.
- The school has a strong ethos based on the values of respect and co-operation in which pupils develop very good relationships.
- The school provides a nurturing environment in which a wide variety of personal and educational needs are well met.
- Provision for pupils' personal development is very good and results in pupils behaving well and developing very good attitudes to school and their work.
- The headteacher provides very good management and leadership and other key staff and the governing body ably support her.

What could be improved

- Standards in speaking and writing.
- More opportunities for practical investigations in mathematics.
- The outdoor play area for children in the reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 when the standards achieved by pupils were requiring some improvement although the management and efficiency, quality of education, and the school's

climate for learning were all good. The school has successfully addressed the key issues identified in the inspection report and improved on previous good practice. The quality of teaching has improved and standards attained in the national tests are higher than those reported in 1997. Teachers and support staff now manage pupils well and this has resulted in pupils' good behaviour. Staff have developed new policies and schemes of work which have led to improvements in teachers' planning. Responsibilities for curriculum co-ordination are clearer and co-ordinators now have a greater role in monitoring teaching and learning and in school development. Staff are now clear about child protection procedures and they comply with the statutory requirements. Improvement since the last inspection has been good and the school demonstrates a clear commitment to further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	D	D	C	A
writing	E	E	E	C
mathematics	E	D	C	A

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

Children make good progress in the nursery, particularly in their personal, social and emotional development. This is systematically built upon in the reception classes and most children achieve well. However, because the children enter the nursery with low standards, a significant number do not reach the standards expected for their age in communication, language and literacy and mathematics by the time they start Year 1. Their attainment in other areas is broadly average. Using information provided by the school, the results shown in the table above indicate that in 2001 the performance of pupils in reading and mathematics was in line with the national average but well below average in writing. When compared to schools with pupils of a similar background, the levels indicate well above average standards in reading and mathematics and average standards in writing. Evidence from this inspection confirms that pupils in the current Year 2 are expected to maintain these standards in reading and mathematics and improve standards in writing. In Year 2, pupils are currently attaining standards expected for their age in science, geography and information and communication technology. They also meet the expectations for religious education as identified in the locally Agreed Syllabus for schools in Croydon. Standards are above average in art and design, design and technology, history, music and physical education. These pupils are currently on line to reach the realistic targets set by the school. Overall, pupils achieve well and their results indicate an improving trend over time. Pupils who come from homes where English is not their first language make good progress and so, too, do those pupils with special educational needs. No significant difference was noted in the progress and achievement of boys and girls in the lessons observed, although the school has identified differences in pupils' attainment in English and mathematics. Higher attaining pupils and those that are gifted and talented are well provided for and consequently make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy going to school and are interested in what they do.
Behaviour, in and out of classrooms	Good throughout the school. Pupils respond well to the high expectations of good behaviour demonstrated by all staff.
Personal development and relationships	Very good. Pupils develop in confidence as they progress through the school. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Satisfactory. Levels of attendance improved significantly in the last school year but some parents do not bring their children to school on time.

The pupils' very good attitudes, relationships and personal development, together with their good behaviour, provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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 was very good or better in just over four out of every ten lessons observed. This represents a significant improvement since the last inspection and reflects the high value which senior management place on supporting teachers to give of their best. Teaching was unsatisfactory in two out of the forty-two lessons observed. The school meets the needs of all pupils well. The teaching of children in the nursery is particularly effective in developing their personal and social skills, and their attitudes to learning, and these strengths are built upon successfully in the reception classes. Throughout the school, teachers focus on developing the core skills of literacy and numeracy within a broad and interesting curriculum. Teachers have adapted the National Literacy Strategy well to meet the needs of their pupils and are currently focusing on improving the pupils' standards in speaking and writing. Teachers have also adopted the National Numeracy Strategy well. Generally, the teaching of reading, writing and mathematics is good. The school targets valuable additional support for pupils with special educational needs and this results in these pupils making good progress towards the targets set in their individual education plans. Teaching and support for pupils who speak English as an additional language are also very good and ensures that they achieve well. Gifted and talented pupils and higher attaining pupils are well challenged and consequently make good progress. Teachers manage pupils very well and have high expectations of work and behaviour. Consequently, no time is wasted and pupils try hard to do their best. Overall, pupils' learning is at least good and often very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and, overall, provides a good range of learning experiences for all pupils. However, the limited outdoor learning area for children in the reception classes restricts the teachers' ability to develop the physical curriculum fully.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans. The management and organisation of provision is very good.
Provision for pupils with English as an additional language	Pupils are well supported and fully involved in all learning activities. They make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness and knowledge of social and moral responsibilities is very good. Provision for pupils' cultural development is excellent.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare, health and safety.

The school has established good links with parents and excellent links with the community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is effective in motivating a team with a shared sense of values and priorities. The deputy headteacher and other key members of staff ably support her.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and have a clear understanding of the school's strengths and priorities for improvement. All statutory requirements are met.
The school's evaluation of its performance	Good. The school effectively analyses its strengths and weaknesses in order to decide what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from the very good leadership and management of the headteacher and the effective work of key staff and governors. All share a clear vision for the development of the school with a specific focus on teaching and learning. There are sufficient suitably qualified teachers to ensure that class sizes are not too large. Support staff are effective and their good support is a contributory factor in the pupils' learning. The accommodation is satisfactory and resources are good. They are used well to assist learning throughout the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like going to school and make good progress.• Children are helped to become mature and responsible and their behaviour is good.• The teaching is good and teachers expect the children to work hard.• The school is well led and managed.• Staff work closely with parents, and parents feel comfortable about approaching the school.• Parents are kept well informed about how their children are getting on.	<ul style="list-style-type: none">• The provision of more activities outside of formal school hours.

Inspectors endorse the positive views held by parents and the regard they have for the school. While inspectors acknowledge the views of some parents who would like more activities outside formal school hours they judge current provision to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with a wide range of abilities and experiences but most have low level skills in communication, language and literacy and a significant number have not had much experience in playing with children of a similar age. Not all of the children attend the school nursery but most children in the reception classes have had some experience of nursery or playgroup provision. A significant minority of pupils start school with little or no spoken English and a greater number come from homes where English is not the first language of communication. Children make good progress in the nursery and reception classes due to the good quality and breadth of the curriculum and good teaching. However, by the time they are ready to start Year 1, some children do not reach the nationally expected standards in communication, language and literacy and mathematical development. Most reach the expected standards in knowledge and understanding of the world, creative and physical development. Children make very good progress in developing their personal, social and emotional skills and a significant number attain standards above those expected for children of the same age nationally.
2. Results of the 2001 standard assessment tests for seven-year-olds indicate that in comparison with all schools, pupils' attainment was average in reading and mathematics and well below average in writing. When compared with pupils from a similar background they attained well above average standards in reading and mathematics and average standards in writing. Results of the 2001 teacher assessments in science indicate that the number of pupils reaching the expected level for their age (Level 2) is below average although there was an increase in the number of pupils reaching the higher Level 3. Overall, pupils achieve well, particularly in reading and mathematics. Evidence from this inspection indicates that the pupils in Year 2 will continue the school's general rate of improving standards and are on course to meet the realistic targets set by the school.
3. Pupils in the current Year 2 are achieving average standards in reading and listening and below average standards in speaking and writing. The school has focused on improving standards, particularly in writing, and this is beginning to have a positive effect. There have been improvements in the content of pupils' writing but more needs to be done to improve pupils' handwriting, spelling, punctuation and grammar. Assessment is used well to indicate the next stage in the pupils' learning and clear targets are set. Also, support is well targeted to those who need additional help with their learning. The introduction of the National Literacy Strategy has had a positive impact in the school by helping to focus teaching in English, particularly reading and writing, but overall standards in literacy remain below average.
4. Pupils currently in Year 2 attain standards that are in line with those expected for their age in numeracy and all areas of mathematics. The standards are similar to the results of the National Curriculum tests in 2001 when compared with all schools. The successful introduction of the National Numeracy Strategy is enhancing the progress which pupils make and the standards that they achieve. Pupils get regular practice in developing and consolidating their number skills, and the daily mental mathematics sessions aids their thinking. Pupils' mathematical skills would be further enhanced if

they received more opportunities for undertaking practical investigations in mathematics. Significant improvements have been made since the last inspection.

5. Standards for science in the current Year 2 are in line with those expected for pupils of that age. The school identified experimental and investigative science as an area for further development and has recently revised its practice. This is having a very positive effect on the standards now being reached. Pupils are being given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. The correct scientific vocabulary is stressed in each lesson and pupils, from an early age, learn to use it appropriately.
6. Pupils in Year 2 are currently reaching average levels of attainment in information and communication technology and religious education and above average standards in art and design, design and technology, history, music and physical education. Generally, pupils achieve well, and their results indicate an improving trend. Insufficient evidence was available to make a judgement on standards across the whole geography curriculum.
7. Pupils with special educational needs make good progress as they move through the school. Their individual education plans are carefully tailored to meet their specific needs, set realistic yet challenging and achievable targets and are regularly reviewed. Work in class is provided at a suitable level, based on prior attainment. This results in pupils making good progress towards their individual and group targets. By the end of Year 2 many pupils reach the expected level in their national tests.
8. Pupils learning English as an additional language make good progress and have full access to a broad curriculum. However, a significant number are at the early stages of learning English and do not have the necessary vocabulary to reach the standards in English of pupils of the same age nationally. No significant difference was noted in the progress of boys and girls during the inspection although the school has noted some differences. For example, there has been an improvement in the boys' performance in reading, writing and mathematics. Talented and able pupils and higher-attainers are challenged well and make good progress in line with their abilities. One pupil reached the standard appropriate for an eleven-year-old in mathematics in the standard assessment tests in 2001.

Pupils' attitudes, values and personal development

9. Pupils throughout the school have very good attitudes to learning. They behave well in lessons and around the school. The relationship between pupils, and between pupils and staff, are very good and so, too, is the pupils' personal development. It is a combination of these factors that results in a positive learning experience for all of the pupils and supports their learning.
10. Children settle into the day-to-day routines of the nursery due to the high expectations of staff. Many entering the nursery have not experienced playing with children of a similar age but during their time in the nursery, they become confident. They learn to play and work happily with other children, sharing toys and resources. In the reception classes, pupils continue to develop the good work attitudes acquired in the nursery and settle quickly into their new class. They enjoy the activities, and learn to follow instructions well.

11. Pupils in Year 1 and 2 maintain these positive attitudes. They enjoy school and come with a willingness to learn. They are enthusiastic, well motivated, and interested in their lessons. They concentrate well and listen attentively to their teachers. They follow instructions well and many are keen to answer questions and participate in discussions. For example in a Year 1 art and design lesson looking at the work of Rodin and Van Gogh, pupils were keen to put forward their ideas about the pictures shown.
12. Overall, pupils' behaviour in lessons and around school is good. This indicates an improvement since the last inspection. On occasions it is very good. This creates a pleasant atmosphere in the school that supports learning well. Pupils understand the standards of behaviour expected and respond well to the regular use of praise and reward, valuing their stickers and certificates. Pupils play well together in the playground. They work in an atmosphere that is free from oppressive behaviour and where harassment and bullying are extremely rare. There have been no exclusions over recent years.
13. Relationships between pupils and their teachers and teaching assistants are very good. This contributes to their motivation and consequently to their learning. Pupils of different backgrounds and nationalities are thoroughly included in all aspects of school life. Pupils are friendly and support one another in lessons. They mix well in and outside the classroom. Pupils settle to work quickly and quietly. They work well independently and in small groups, co-operating together on joint activities and taking turns sensibly, as seen for example, in a Year 1 physical education lesson.
14. The personal development of pupils is very good. They listen carefully to each other during lessons and respect the feelings, values and beliefs of others. Pupils are friendly and polite to each other and to adults. As they move through the school, pupils gain an increasing sense of responsibility and confidence. Pupils need little encouragement from staff to willingly clear away after lessons. In the classroom, pupils conscientiously carry out their responsibilities as 'helpers of the day', for example by returning registers to the office. Pupils respond well to the positive atmosphere in the school. Pupils who speak English as an additional language are well supported and encouraged to take part in all school activities. Consequently, they develop at a rate similar to their peers.
15. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They are well supported by their teachers, special needs and learning support staff and midday supervisors. All staff in the school are fully aware of the targets set for such pupils to improve their behaviour and have received useful training in behaviour management. Teachers and support staff work together effectively to ensure that pupils are fully included in the life of the school and that their behaviour is not detrimental to their own learning or to that of their classmates.
16. Attendance in the school is satisfactory. Levels of attendance improved significantly in the last school year. Figures for this term indicate that this improvement has been maintained. Overall attendance figures are affected by a variety of contributory factors. These include pupils staying at home for health reasons, taking extended holidays and by some pupils starting and leaving during the year. The major contributory factor, however, is the relaxed attitude many parents have to the importance of regular attendance. Punctuality is unsatisfactory. A number of pupils arrive late, including some who are regularly late. The school is aware of the problem

and is working closely with the education welfare officer. Frequent reminders are sent to parents about the importance of getting their children to school on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The school has improved the quality of teaching since the last inspection and this has helped to enhance the progress which pupils make and the standards that they achieve. Across the school, teaching was excellent in 10 per cent of lessons observed, very good in 33 per cent, good in 50 per cent and satisfactory in 2 per cent. Unsatisfactory teaching was observed in 5 per cent of lessons. This quality of teaching reflects the high expectations of the headteacher and the value that senior management and governors place on supporting staff. A good programme of professional development is in place and the regular monitoring of teaching and learning identifies teachers' strengths and areas for development. All these features, together with the strong team spirit present in the school and the commitment of staff, result in good practice.
18. The quality of the teaching for children in the Foundation Stage is good overall and frequently very good or better. This is an important factor in the way children develop very good personal, emotional and social skills. In the nursery and reception classes, planning is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into school and a good range of activities is provided which maintains the children's interest and supports their learning. A good balance is made between direct adult teaching and activities which encourage the children's ability to make choices and work independently or with each other. The support staff give valuable support to children and work with the teacher to provide a consistent approach to teaching and learning.
19. These good features are systematically built upon in Years 1 and 2, where the teaching is also good and frequently better. Teachers focus well on developing the pupils' literacy and numeracy skills and this is beginning to bring about improvements. Achievement in the current Year 2 classes is better than in previous years. The school targets valuable support to those pupils with special educational needs and those who are learning English as an additional language. This use of resources is proving successful in enhancing the progress that these pupils make, and the standards that they achieve. The headteacher and literacy co-ordinator recognise the need to develop a more consistent approach to the teaching of pupils' speaking skills and to continue to develop the quality of their writing.
20. Staff have focused on developing the pupils' basic skills in a coherent way and have successfully used the literacy and numeracy strategies to meet the needs of pupils. The National Literacy Strategy helps to engender a love of stories and encourages writing for a variety of purposes. The National Numeracy Strategy ensures that pupils get regular practice in using their mental mathematics skills although the school has recognised the need to further develop practical investigations. Support teachers and assistants work effectively alongside class teachers and make a significant contribution to pupils' learning in these areas. For example, following a session to develop the pupils' use of alphabetical order in Year 1, a small group was taken to the library to put these skills into practice by retrieving information from reference books. They worked well together on these tasks and the effective support given by the teacher helped them all to succeed.

21. Across the school, teachers' planning is appropriate. They clearly identify what is to be learnt and share this with pupils. This means that the pupils are clear about what they should learn, and at the end of most lessons have the opportunity to reflect on the progress that they have made. Most teachers start lessons with a clear outline of what the class will be doing, recapitulate on previous learning and introduce new information and skills, either through direct exposition or demonstration. The pupils then work either in groups or independently to consolidate this learning and come together as a class at the end of the lesson to share learning points and evaluate what they have done. Within this structure, a good range of teaching methods is used to gain the interest of the pupils and ensure that they are involved in their learning. For example, in a very good Year 2 science lesson, pupils were working on circuits. After initial discussion, they worked well supporting each other and were delighted with their success when the buzzers or lights worked. Good questioning by the adults assessed the pupils' understanding of the process and the session at the end of the lesson was used effectively to share ideas and consolidate learning.
22. In the best lessons, expectations are high, the pace of learning is good and pupils are challenged. In a Year 1 mathematics lesson, pupils were encouraged to develop their understanding of odd and even numbers through a physical activity. This was a very good way to establish these concepts and the pupils were fully involved and interested. Tasks were challenging for all abilities and the pupils were able to succeed at their level so all felt confident. Consequently, learning in this lesson was very good. In the two music lessons which were unsatisfactory, teachers attempted to do too much too soon before consolidating the pupils' learning. Consequently, most pupils found the work too difficult and learning was unsatisfactory. Overall, teachers have good subject knowledge and they use this well in their planning. This also gives them the confidence to ask and answer questions and follow up on points made by the pupils. Teachers generally use time and resources well, and support staff are effectively deployed.
23. The quality of relationships between staff and pupils is very good and this has a significant influence on how staff successfully manage the pupils in their care. The resulting good behaviour is a significant improvement since the last inspection. Teachers are encouraging and supportive and this results in most pupils becoming confident, keen to answer questions and put forward their views. Teachers use their knowledge of pupils well and encourage them to improve and work harder in lessons if they think they can, or give additional support when learning becomes difficult. Teachers comment on pupils' work through their marking and in lessons and this ensures that most pupils are clear about how they can improve. Targets are set for pupils and this, too, helps them to understand and recognise the next stage in their learning. Staff work hard to improve the environment by displaying pupils' work, for example, in art and design, history and English. This supports the children's sense of self-esteem and encourages them to work harder. Provision of homework is satisfactory and supports the work done in school, particularly in English and mathematics.
24. The quality of teaching and the learning, which it promotes, is very good in English, physical education and religious education and good in mathematics, science, art and design, design and technology, history, information and communication technology. The quality of teaching is satisfactory in music overall but sometimes very good. This reflects the different levels of expertise within the school.
25. The school recognises the needs of gifted and talented pupils by early identification, and provides good teaching to ensure these pupils are appropriately challenged. The

staff use expertise from outside the school, when necessary and give additional sessions to the general mainstream teaching in order to maintain a good pace of learning. These pupils achieve well as was indicated in a pupil gaining a Level 4 in mathematics (a level appropriate for an eleven-year-old) in last year's Standard Assessment Tests in Year 2.

26. Teachers give good support in class to those pupils who have special educational needs. Work is set at an appropriate level to enable pupils to make good progress and, where possible, is often linked to the targets set in the individual education plans and the new group targets being tried out at present. Learning support and special needs assistants are used well and they are fully briefed about their role in each lesson. They are often asked to focus on a specific group of pupils, and make useful observations of such aspects as attitude or response during the part of the lesson when the teacher is directly addressing the class. These observations are later shared with the teacher to help assess the future needs of pupils and devise strategies to help them learn even more effectively. During individual or group work the learning and special needs assistants give good quality support and this has a significant impact on the good progress made by the pupils.
27. Pupils who are learning English as an additional language also make good progress as a result of the good quality mainstream class teaching and additional support provided. Recently appointed staff are developing their practice and working alongside teachers to develop a consistent system of support. The best support is characterised by adults modelling the language well and appropriate use of repetition of vocabulary in a variety of contexts.
28. The school has a number of pupils who have refugee status or who are asylum seekers. The school is very aware of their needs and teachers work hard to support their personal, emotional and academic development.

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

29. The quality and range of curriculum opportunities are good. This is an important improvement since the last inspection. The school satisfies the requirements of the National Curriculum, but goes further by providing a programme of activities that is especially relevant to its own pupils. For example, while each subject enjoys a proper time allocation, this school rightly places an emphasis on developing language. The school is making effective use of the National Literacy Strategy with a focus on developing pupils' speaking and writing skills. There is a wide variety of needs in the area of language, not necessarily associated with learning difficulties or English being a second language. The school works hard to provide experiences that will interest all its pupils in developing their oral and written work. The school's displays, such as those about other cultures and of pupils' work in different subjects, are interesting and stimulating. This demonstrates the importance the school places on including all cultures in its work and the value it places on what they have to offer. The school enhances the curriculum with visits to local shops, the library, and the local church. Moreover, it welcomes authors, poets, storytellers and musicians to demonstrate their talents.
30. The school is also making effective use of the National Numeracy Strategy. Teachers structure their lessons well in accordance with its framework, but are sensibly flexible by modifying it to suit their purposes. Consequently, pupils' attainment steadily

progresses from being well below average to average by the time they leave the school. A thorough system of tracking individual progress ensures that all pupils are included in the school's work to set them challenging but achievable targets. The school covers the statutory curriculum, but under-emphasises the role of practical investigations in helping pupils to apply what they learn to real mathematical problems.

31. Provision of extra-curricular activities is very good. The opportunities offered to pupils enables all of them to be included. Year 1 can attend a sewing or gardening club, while Year 2 can join the dance group or choir. A large number of pupils attend one or more of these clubs. In the summer, the school puts on a programme of extra-curricular sport and there are exciting opportunities for pupils to visit live theatre.
32. Provision for personal, social and health education (PSHE) is satisfactory. The whole-school approach to pupils is nurturing and caring, and provides many opportunities for them to co-operate with one another. However, more formal discussion of issues that affect them personally has yet to be thoroughly organised. To this end, the school is in the process of developing a new scheme of work that will ensure consistent teaching of PSHE. Already the school has participated in the 'Healthy Schools' project, which has raised pupils' awareness of what they need to know in order to make informed choices about food and other matters. The school includes all pupils in rewarding good effort and behaviour, and works hard to build their self-esteem.
33. The contribution of the community to pupils' learning is excellent. The school acts as a focus for the community, and welcomes pupils from the junior school to join its own pupils in the after-school club. It also welcomes parents and others to class assemblies and school performances, so that their appreciation boosts pupils' sense of achievement. Parents and carers with young children attend the twice weekly 'Drop In' support group and the toy library. Many links with the community are outlined throughout the report. In addition, local businesses benefit the pupils. A bookshop donates books to the school. A local fast food restaurant and a carwash offer pupils the chance to see how they work. Local shops agree to pupils pretending to spend money as part of their mathematics lessons. The local priest takes assemblies regularly. The librarian invites pupils to the Croydon Book Trail Summer School. Overall, the school is always seeking new ways to make links with the local community in order to enrich the pupils' experiences.
34. The school has made good links with the local junior school. The main strength lies in the arrangements to support pupils making the transition at the age of seven. The two headteachers liaise with parents over the organisation of classes in order to ensure pupils are happy and learn successfully. The pupils' first teachers come over to meet them in the summer term, and junior pupils become their 'buddies'. In addition, pupils spend a morning and lunchtime in their new school so that they feel at ease in their new surroundings. The infants' school passes on all records of pupils' achievements so that the junior school is well informed to plan to meet their needs. The governing bodies liaise closely with each other when there are issues of common interest. There is room for developing curricular links further. Nevertheless the two co-ordinators for special needs work closely together to ensure their pupils make a smooth transition.
35. The school is strongly committed to providing equal opportunities for its pupils. All pupils are fully included in the life of the school enabling them to benefit from the

many learning and social opportunities provided. Boys and girls work co-operatively together and are given equal status. For example, all pupils are given the opportunity to perform jobs in class and around the school. Books, other resources and displays are checked for any stereotyping or bias. Staff provide positive role models for pupils in their dealings with each other. Whitehorse Manor is a school in which all pupils are valued and great efforts are made to include them in all aspects of the curriculum.

36. The curriculum for pupils with special educational needs is good and, where possible, is closely linked to the targets in their individual education plans. Such pupils are given full access to the curriculum and receive good quality support from teachers, learning support and special needs assistants. Where appropriate, the curriculum is modified to meet the needs of individual pupils. Class teachers and support assistants closely monitor and track pupils' progress to ensure that they are learning effectively. Only rarely are pupils withdrawn from lessons for additional support and are usually given work closely matched to the work being undertaken by the rest of their class so that they do not miss any important aspects of the curriculum. Similarly, the curriculum for pupils who speak English as an additional language is appropriate and relevant to their needs. This helps them to make good progress.
37. Provision for spiritual, moral, social and cultural education has improved from being good to very good. There is an explicit policy that is reflected in all the school's life and work.
38. Provision for spiritual education is very good. Assemblies provide many opportunities to reflect on deep issues affecting people's lives as well as on the beauty of the natural environment. The school capitalises very well on curricular opportunities, such as by using the theme of 'growth' to engender a sense of wonder. Pupils have written their own poems based on Helen Crane's poem about the thrill of jumping. They also write expressively about the wonder they feel about the sun. In work called 'The Harvest of Talents', pupils have seriously reflected on the good points of other people's characters. When writing about the Fire of London, pupils showed a very sophisticated empathy for the victims, putting: "I heard evil flames. I was terrified," and " I was very tired. My eyes were stinging. A loud rumble came to my ears. Everybody decided to go the middle of the river. They thought they would not get burnt there. Loud bangs and crashes were all around. It was very frightening."
39. The school's acts of collective worship satisfy statutory requirements, and provide opportunities for quiet reflection, enthusiastic singing, and sharing one another's achievements. By doing so, they provide a focal point for engendering a sense of community within the school. Matters relating to religion are dealt with very sensitively, so that all pupils feel included in collective acts.
40. Provision for moral education is very good. There is a strong behaviour policy that is consistently applied. Pupils learn to devise their own classroom rules under the guidance of their classteachers. Consequently, pupils' attitudes to each other are very good, and they are well behaved. Teachers act as very good role models in the way they relate both to each other and their pupils. All assemblies emphasise the importance of working and playing together with a sense of 'give and take'.
41. Provision for social education is very good. Some pupils are involved in an after-school care club that provides opportunities for enjoying a variety of activities with older children and adults other than teachers. There is a very good list of other extra-curricular activities where pupils can work and play together in a more relaxed way.

Pupils meet a very wide variety of people in the community through the many visits and visitors the school organises. Class assemblies provide pupils with opportunities to share their work, and to learn to show appreciation for one another's achievements. Whilst there is a need for further development, the school's programme for personal, social and health education makes a strong contribution. In connection with this, pupils undertake a small number of daily jobs, such as taking the register to the office, all of which help them develop their independence and self-confidence. By acting as a focal point for the local community, the school shows pupils the importance it places on people living together in harmony. In connection with this, the school holds family discos and coffee mornings in aid of the Macmillan Cancer Charity. The school has been recognised for its strong contribution to the community.

42. Provision for cultural education is excellent. Some of the artwork involves reference to famous artists, such as the sculptors represented at the Tate Modern. There is a very good bank of book and music resources. Pupils have the opportunity to listen to music from European and other cultures, as well as to popular music that treats deep issues seriously, such as 'What a Wonderful World'. The school has participated in 'National Poetry Day' and taken the pupils to hear lunchtime jazz at the Festival Hall. Theatre visits, storytellers, poets and authors make an important contribution to the curriculum. Visiting musicians such as 'World Music Makers' have provided pupils with the exciting opportunity to play a variety of drums. The school also participates in 'Black History Month', when there is a special focus on the achievements of black people. Another example has been the multi-cultural celebration where a steel band and an Irish dance group visited the school. After this event, the school set up a parents' support group to help them with jobs, courses, and dealing with children's problems. Respect for people of all races and cultures is shown in the rich displays of books and pictures throughout the school, as well as by the attention drawn to such important figures as Nelson Mandela. Many religious festivals, which are significant to the local community, are fully recognised. For example, the school celebrates Chinese New Year as well as holding an assembly about Diwali and joining in the School Carnival with costumes made by pupils for a lively, colourful procession.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to provide a caring supportive atmosphere that meets the wide variety of personal and educational needs of the pupils in the school. The headteacher and staff know the pupils well and are committed to providing high standards of care. They create a good atmosphere where pupils feel safe and secure, and are able to develop confidence and learn.
44. There are good arrangements to ensure the welfare, health and safety of all pupils. Day-to-day arrangements for first aid are good and teachers are made aware of pupils in their class with medical conditions. Checks of the site and premises take place and all equipment is subject to annual safety reviews. Child protection arrangements have improved since the previous inspection and are now good. The headteacher as the designated person attends regular training, and staff, including new staff, have recently received information to heighten their awareness of the school's procedures.
45. Pupils' personal development is well supported through the caring atmosphere in the school and the good relations that exist between teachers and their pupils. Class teachers, supported by their assistants, know the pupils well and understand their

individual needs and difficulties. They use this knowledge to informally monitor personal development and frequently discuss any concerns with the headteacher or special needs co-ordinator. Pupils' personal development is not recorded in a standardised form, but where necessary, individual systems to monitor and track pupils causing concern are put in place. The achievements and good work of pupils are recognised and rewarded in the weekly 'Golden Book' assembly.

46. The school has very good systems to promote good behaviour. The standards of behaviour expected are implicit in the values and atmosphere in the school. The headteacher and staff have a shared commitment to promoting high standards of behaviour with the emphasis based firmly on rewarding good behaviour. Class teachers have a framework of rewards and sanctions and have individual discretion on managing behaviour in their class. They all manage behaviour very well, frequently using praise and stickers to reward pupils. Only occasionally are sanctions required. Class teachers note any incidents, and serious concerns are discussed with the headteacher who maintains an incident book with very few entries. Bullying is extremely rare and any incidents are dealt with well.
47. Procedures to monitor and improve attendance are satisfactory and have helped to improve levels of attendance. Attendance and punctuality are regularly checked. Unexplained absences are followed up with letters and contact is quickly made with parents when a child is absent without notification. The school works closely with the education welfare officer and together they are trying to raise pupil and parental awareness of the importance of regular attendance and punctuality. Each week the school rewards the class with the most improved punctuality, and each term pupils with a 100 per cent attendance are rewarded. Despite these efforts, the systems have not sufficiently improved the attendance of a significant number of pupils by making parents sufficiently aware of the importance of regular attendance and punctuality.
48. The procedures for assessing pupils' attainment and progress are good. There is a rigorous and continuous programme of assessment to track pupils' progress in reading, writing, and mathematics. The programme starts with an assessment of ability when children enter the nursery and reception classes and continues as pupils progress through the school. The use of assessment to guide curricular planning and the future learning of pupils is also good. Assessment data is used to predict National Curriculum levels in reading, writing and mathematics and regular reviews indicate whether pupils are on line to reach their targets. Assessment and the use of assessment procedures have improved significantly since the last inspection.
49. Pupils with special educational needs are identified early in their school life and are accurately assessed. They are given suitable work and, where applicable, very good quality individual education plans are drawn up by their class teachers with the support of the special needs co-ordinator. These plans are reviewed regularly with new and appropriate targets set. The statutory requirements of the Special Educational Needs Code of Practice are fully met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The few parents who returned the questionnaires or attended the parents' meeting with inspectors were very supportive of the school and what it offers their children. No serious concerns were raised. Without exception, parents felt their children liked school and the teaching was good. They are happy with their children's progress, feel the school has high expectations and is helping their children to become mature and responsible. They consider the school to be well led and managed. Staff are approachable and parents feel they are kept well informed about their children's progress. Inspection evidence supports the positive views parents have of the school. A minority of parents expressed concerns about the range of extra-curricular activities provided. The inspection found the school to offer a very good range of activities beyond the classroom. These include visits to places of interest, visitors to the school, as well as providing a wide range of clubs appropriate for the number and age of the pupils.
51. The school has established good links with parents. The headteacher is committed to involving all parents in school life. She encourages their support and they can meet with teachers to discuss matters of importance. They are invited to class assemblies, the annual coffee morning in aid of Macmillan nurses, and sometimes given the opportunity to provide views on aspects of school life. The school is keen to involve parents of different cultures in the learning process. There is a bi-lingual library where parents can borrow books, and some resources are available in community languages. Translators, however, are not routinely arranged for parents attending meetings and limited documents are available. Induction into the nursery and into reception is very well organised and includes home visits. This establishes a close relationship with parents. Parents are valued as partners in the education of pupils. They are welcome in the school, for example to help with the daily reading sessions. Although very few parents help in classrooms, some did contribute to the successful Carnival event held in the summer term. There is no parent teacher association.
52. From the nursery onwards pupils are encouraged to take reading books home regularly. Some parents are involved with their children at home by sharing books and listening to them read. However for many reasons, some parents find it hard to support their children's education. Other homework such as mathematics and spelling is being set. Some information about homework is in the prospectus; however, there is no homework policy. New style home school contact books provide a good link to support learning at home. They offer an effective means of communication between the teacher and parents, although they are not being used consistently by some parents.
53. Information provided by the school for parents is satisfactory. This helps them to become involved in their children's learning and to understand the work of the school. Occasional newsletters and additional letters keep parents informed about school matters, key dates and forthcoming events. A detailed prospectus provides useful information on school routines but together with the governors' annual report has minor omissions. Good opportunities are provided for parents to understand the curriculum. Workshops are regularly held in literacy and numeracy. Teachers in Years 1 and 2 provide parents with useful information on the curriculum and topic work being covered in lessons during the half term, but there is some variation in detail. Additional meetings are held to explain how parents can support learning at home. Parents are kept well informed about their children's progress though a parents'

meeting each term and annual written reports. The quality of information in these reports is satisfactory.

54. Parents and carers of pupils with special educational needs are kept fully informed about their child's progress towards the targets set for them. They are invited to, and all attend, meetings and make useful contributions to the discussions. The school actively encourages them to be involved in the provision to maximise the progress made by their child. They are welcome to talk to teachers and the special needs co-ordinator at times other than formal meetings to discuss any concerns they might have. All parents or carers of pupils with an individual education plan are given a copy of the plan so that they can help their child reach the set targets. Pupils on the special needs register are carefully assessed and tracked to monitor their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the headteacher and key staff are very good. The headteacher has a clear vision for the school, and central to this is the provision of high quality teaching to ensure good standards. She is also keen to ensure that pupils feel secure in school and stimulated by their learning. The success of the headteacher's leadership is founded in her belief that all who work in the school should do the very best that they can for the children in regard to their academic and personal needs. She has a good understanding of how young children learn and this is reflected in the school's practice, which encourages independence and learning through a good range of activities. These features are well demonstrated in the school, where an ethos of care and concern together with high expectations are evident. By the time pupils leave school they show a mature attitude and are sensitive to the needs of others. There is a good degree of mutual tolerance and respect, and racial harmony is self-evident. This reflects the headteacher's strong commitment to equality of opportunity for all.
56. The headteacher's vision and determination have proved to be significant factors in how the school has brought about significant improvements in the quality of education since the last inspection. She is particularly effective at team building and motivating staff. A key feature of staffing is the strength of united teamwork that is very tangible in the school. It is purposeful and motivated, resulting in improving standards and a determined will to succeed. There is a strong senior management team, and the skills, expertise and experiences of the headteacher and the newly appointed deputy headteacher are complemented well. Senior managers have a clear view of the school's strengths and priorities for development. The role of subject co-ordinator is developing well and although some of the current co-ordinators are recent appointments, they share a clear understanding of what should be achieved. Established co-ordinators are well informed and effective in promoting their subjects.
57. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. This has brought about significant improvements both in the quality of teaching and the standards which pupils achieve. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that most pupils meet the realistic targets set by the school.
58. The school has successfully addressed the key issues arising from the last inspection and has made good improvement. Governors give full support to the school and they

and the headteacher have worked hard to raise standards and involve parents and the community. Governors have good levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. They undertake their duties diligently and fulfil their roles very well. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is a good culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school improvement plan sets a clear agenda for improvement and is the result of a good consultation process. The importance of this document in school development is confirmed by the way the issues for improvement identified by the inspectors are already highlighted in the plan. Governors fulfil their statutory responsibilities, although there are a few minor omissions in their report to parents and in the prospectus. In the governors' Annual Report to Parents no specific information on teachers' professional development is included or information about the next election of parent governors. In the prospectus, the number of pupils of compulsory school age is not included and the attendance figures are not given as a percentage.

59. The management of special educational needs is very good. Meticulous records are kept of the provision, and liaison with outside agencies is good and ensures that pupils receive good support on a regular basis. The designated special educational needs governor visits the school regularly to discuss the provision with the co-ordinator, monitors the progress of pupils on the special needs register and reports back to the governing body to keep them fully informed. This enables the governors to ensure that funds allocated for special educational needs are used wisely and effectively.
60. The management of provision for pupils who speak English as an additional language is developing. Recent changes in funding procedures have resulted in the school now being responsible for appointing specialist staff. These teachers have recently been appointed and practice is developing. An action plan is in place for this work with a clear focus on raising attainment.
61. Staffing levels are good. There are sufficient and appropriately qualified teaching staff to ensure that classes are not too large and that the curriculum is taught well. The number of support staff is high and this helps to meet the needs of all pupils. They are deployed effectively and work closely with class teachers. Arrangements for the professional development of staff are good. This is an improvement since the previous inspection. Appraisal and performance management of staff are in place and an external adviser judged them to be good. Staff training needs are identified appropriately in consultation with the headteacher. Induction procedures for staff who are new to the school or to the teaching profession offer effective support. Newly qualified teachers have a mentor and receive regular non-contact time to review and improve their practice.
62. The overall quality and level of resources are good. English resources have improved since the previous inspection and are now good. The two libraries have sufficient appropriate books and are used well. Teachers make good use of visits to enhance the quality of learning for pupils, especially in geography and history.
63. The accommodation is satisfactory. The high quality of displays in classrooms and corridors celebrate pupils' work and provide a stimulating environment for learning. The location of the reception classes means that reception children do not have the benefit of a suitable outdoor play area. This restricts opportunities for their physical

development. Plans to develop such an area have, however, been drawn up and costed. The school does not have its own computer suite. It currently shares that of the adjacent junior school. It is aware of its lack of computer provision and plans are being implemented to improve the situation.

64. The financial planning is well linked to the educational priorities that are identified in the school improvement plan. These priorities are agreed by both staff and governors in a rigorous process designed to highlight areas most in need of further development. The focus, in line with the school's aims and values, is always on raising standards. All funds, including specific grants, are used effectively to ensure that pupils of all abilities and backgrounds receive their full entitlement to a good quality education. The budget underspend from the last financial year was caused by a number of factors which could not have been predicted by the school, such as extra funding for ethnic minority pupils and unforeseen changes in staffing. This money has now been most carefully allocated to a number of projects to enhance and enrich the school's provision in a wide range of areas including improving the playground, decorating the school and boosting resources for information and communication technology, art and design, play and the Foundation Stage.
65. The day-to-day financial management and administration of the school is good. Routine administration procedures operate efficiently and unobtrusively. The newly appointed secretary, with good support from the headteacher and the finance officer, is rapidly developing a good understanding of the school's budgetary and financial arrangements. With the administrative assistant, she provides a warm and welcoming first point of contact for visitors to the school. Information and communication technology is used satisfactorily within the school to support learning and to monitor finance.
66. The resources of the school are used well to support learning in all areas of the curriculum. There are clearly identified routines which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish best value principles when measuring improvements in the quality of teaching, standards achieved by the pupils, and when purchasing resources. The school now gives good value for money, which is an improvement since the last inspection when it was judged to be satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Continue to raise levels of attainment in speaking and writing by:
 - * providing a more structured approach to developing pupils' speaking across the school in both literacy sessions and other subjects;
 - * focusing on the improvement of pupils' spelling, grammar and punctuation;
 - * reviewing the school's handwriting policy and developing a more consistent approach to the teaching of handwriting.
(Paragraphs 1, 2, 3, 19, 69, 79, 80, 82, 83)

- Continue to raise levels of attainment in mathematics by providing more opportunities for practical investigations.
(Paragraphs 4, 20, 94)

- Improve opportunities for developing the physical skills of children in the reception classes by improving the outdoor learning area.
(Paragraphs 63, 75)

Staff and governors have already identified the need to address the issues outlined above in their school improvement plan through their school improvement planning process.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	14	21	1	2	0	0
Percentage	10	33	50	2	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	22.5	175
Number of full-time pupils known to be eligible for free school meals	0	65

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	77

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	28	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	32
	Girls	25	23	25
	Total	52	52	57
Percentage of pupils at NC level 2 or above	School	83 (86)	83 (83)	90 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	32	28
	Girls	24	25	23
	Total	52	57	51
Percentage of pupils at NC level 2 or above	School	83 (74)	90 (81)	81 (83)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	24
Black – African heritage	21
Black – other	17
Indian	4
Pakistani	6
Bangladeshi	2
Chinese	1
White	38
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	20
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	195

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	19
Total number of education support staff	2
Total aggregate hours worked per week	47
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	604,153
Total expenditure	593,507
Expenditure per pupil	2,592
Balance brought forward from previous year	33,164
Balance carried forward to next year	43,810

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	58	36	6	0	0
My child gets the right amount of work to do at home.	18	64	9	3	6
The teaching is good.	55	42	0	0	3
I am kept well informed about how my child is getting on.	61	39	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	0	0	3
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	48	48	3	0	0
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	48	52	0	0	0
The school provides an interesting range of activities outside lessons.	15	48	24	6	6

Other issues raised by parents

Parents at the meeting had positive views about the school and particularly liked the 'Contact Book' which encouraged interaction between parents and teachers.

Parents were impressed by the way the school had talked to the children about recent events in America and were touched by the sense of communal feeling engendered by the children praying around a candle for victims of terrorism.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

67. Teaching and learning in this area are very good and a significant number of children reach standards above those expected for children of that age nationally by the time they enter Year 1. Staff are successful in creating positive relationships with parents before their children start school and have developed a good induction programme for children entering the nursery and reception classes. Staff are effective in creating a caring learning environment in which children quickly understand the routines and structure of the day, and develop very good attitudes to learning. Children were observed playing well together and sharing resources, for example, in the nursery when they pretended to be police officers directing the traffic, and in the reception classes when acting out the imaginary roles of the characters in the book *When The Tiger Came To Tea*. They learn how to share resources and take turns. This is a result of the high expectations of the teachers and support staff, who make appropriate comments to encourage co-operation, for example when working together using the computer or when using the sand. Snack time provides a good opportunity for children to develop their personal and social skills, for example, a chosen child in the nursery offers fruit to the rest of the group who sit quietly talking to others. Children recognise the importance of keeping healthy and are aware of personal hygiene issues.
68. A good balance is created between teacher-directed activities and those when children are able to play without direct adult supervision. This develops children's confidence and a growing independence and initiative when presented with choices. Staff plan directed activities in the nursery and then provide a range of activities to support all areas of learning. In the reception classes, teachers plan whole class introductory sessions to develop literacy and numeracy skills and then provide a range of activities to consolidate this learning. Pupils are encouraged to be polite and sensible and most move easily from work undertaken as a whole class to group and individual activities, for example, in literacy and numeracy lessons. Staff act as good role models and the children's skills are continually developed through the positive interactions between staff and children. Consequently, children are well behaved and form very good relationships with each other and with adults. The very good gains made in pupils' personal, social and emotional development can be clearly seen when observing the children on entry to the nursery and those that have been in school some time. These aspects of development are a key feature in children feeling secure and learning well in other areas of the curriculum.

Communication, language and literacy

69. Teaching and learning in this area of the curriculum is good overall. Children, including those who speak English as an additional language and those with special educational needs, make good progress through experiencing a range of activities that stimulate their learning and maintain their interests. The children's speaking and listening skills are often low on entry to the nursery and reception classes and staff work hard to support learning in these areas. For example, the nursery trained assistant worked well with a group of the youngest children to develop their

vocabulary when playing with building blocks. By the end of the session, the children had a clearer understanding of the term 'tall' and were becoming familiar with the names of shapes, such as circle and square. In the reception classes, the teachers and support staff worked well to develop the children's vocabulary when talking about animals in the jungle. However, although achievement is good, a significant number of children do not reach the levels expected for their age by the time they start Year 1 because they start from such a low level of English acquisition or restricted use of language and vocabulary. The children's speaking skills are also systematically developed through the provision of specific activities such as in the imaginative play areas and through day-to-day interactions between staff and children.

70. Children in both the nursery and reception classes are keen to choose books and settle down to 'read' with a friend. Children handle books carefully and know that print carries meaning. Most follow and recall a story by looking at the pictures, for example when looking at the pictures of *The Gingerbread Man* they repeat "Run, run as fast as you can". Children in the reception classes enjoyed sharing books with the inspector and gave reasons for their favourite story or book. In one excellent lesson, the children's responses to the text were very good due to the very good reading of the story by the teacher and the way in which he encouraged them to predict what would happen next. Regular sessions on phonics support children well in their recognition of letters and the sounds that they make. In the reception lesson highlighted above, the teacher used a puppet to capture the children's interests and consolidate their learning. Many were squealing with delight and wanted to provide the correct answer. All children are encouraged to read regularly with their parents at home, and when this occurs it has a significant impact on the progress that they make and the standards that they achieve. A significant number of pupils, however, do not reach the standard expected for children of their age when entering Year 1.
71. Children develop their writing skills, for example, by identifying their written name in the nursery and copying this and by making flap books on the jungle in the reception classes. Many children do not hold the pencil correctly when starting school and need to be taught. A satisfactory range of resources to encourage writing and communication is available in both the nursery and reception classes, and results in the lower attaining children making marks on paper and the higher attaining children writing their names on their work. A scrutiny of the work of children who were in the reception class last year indicates that higher attaining children used interesting words when responding to the question 'What is a dinosaur like?', and were writing whole sentences which gave meaning in response to events at the Carnival. Average-attainers were writing a series of words to give meaning and could write their name. Below average pupils needed support to add words to their pictures. All children are aware of the purposes of writing. Although children make good progress, a significant number do not reach the standard expected for children of their age when entering Year 1.

Mathematical development

72. Teaching and learning in mathematics is good and in some lessons very good. This makes a positive contribution to the progress that children make. Some children are achieving standards in line with those recognised nationally for children of their age but a significant number do not by the time they enter Year 1. Often, this is because the children have not had the full two years of the Foundation Stage in the school and their use of language and English restricts their learning. Their skills and understanding are developed in the nursery through practical activities such as

cooking gingerbread men, when they learn about shape, quantity and measurement. The children were fully involved in one lesson observed where the careful questioning of staff and their demonstration developed pupils' learning well. In the reception classes, the children's skills are further developed and consolidated in daily numeracy sessions where they confidently sing number rhymes, and develop their understanding of *more* and *less* and of zero. Average-attaining pupils can count confidently to 10 and more able to 20. By the end of one lesson observed, all children understood the terms *more than*, *less than*, *smallest* and *largest* and knew that when all toys were taken from a set nothing was left.

Knowledge and understanding of the world

73. Teaching to promote children's knowledge and understanding of the world is good overall and results in most pupils reaching the goals expected for their age when they start Year 1. In the nursery, children are provided with a range of activities to develop their understanding of the world around them, for example, by acting out familiar relationships in the imaginative play area. In the reception classes, children learn about other places where the habitat is different and "there are animals not in this country". Children were fully involved in exploring the 'jungle' to find 'animals' which the staff had hidden, and were encouraged to develop their vocabulary and language by talking about what they had found. A scrutiny of work from last year shows that children in the reception classes have a sound understanding of the passing of time and a sense of place. A display on *Where does your family come from?* encourages the pupils to value the diversity of the school community and share different experiences. Children draw and write (with support) about things they did when younger and have a sound understanding of family relationships. A walk to the park developed the children's observational skills and encouraged them to acknowledge features in the local environment. The children's knowledge of beliefs and cultures is being developed through discussing celebrations such as Christmas and preparing a variety of food. A well thought-out lesson in the reception class focused on developing the children's understanding of the importance of the home for many people and encouraged them to talk about their own favourite places.
74. Children have a satisfactory understanding of the uses of everyday technology and sustain good levels of concentration when using the computers. In the reception classes, they use a 'Pick a Picture Program' to complete a profile of themselves and develop sound control of the mouse by moving articles of clothing across the screen to dress a teddy. Opportunities are provided for children to assemble and disassemble simple models, using a variety of construction kits to try out ideas, for example by using building blocks in the nursery.

Physical development

75. By the time children start in Year 1 the vast majority reach standards of attainment similar to those expected nationally. The quality of teaching and learning in the nursery and in formal physical education lessons in reception is very good overall. However, teachers in the reception classes are limited in developing the children's physical skills by the lack of an appropriate outdoor learning area. They do their best to compensate for this and the school has plans for development of the outdoors. In the nursery, regular outdoor play helps to develop the children's balancing and climbing skills and in one session observed the learning support assistant was very effective in developing the ball skills of several children. After encouraging the children to 'score' using a basketball net, she demonstrated how this could be done.

Her support and development of specific skills resulted in immediate improvement of the children's aim and one girl, in particular made very good progress. In one excellent physical education session with a reception class, the teacher had high expectations and very good class management and control which resulted in a lesson with high challenge and excellent pace of learning. Activities built successfully on what had gone before and resulted in children using the space well to improve their balancing and control of a beanbag. The demonstration by the teacher and the very good additional support provided to encourage children's involvement were key factors in the success of this lesson. Health and safety issues were addressed well and the whole activity presented in a very positive and exciting manner. The teacher's good use of praise and high expectations raised the children's self-confidence and improved their physical skills.

76. The children's use of small objects, such as pencils, construction equipment and paintbrushes, is satisfactory, and they handle them safely and appropriately. They have opportunities to cut, stick and join objects together, for example, when decorating their gingerbread men in the nursery and when making a flap book in the reception classes.

Creative development

77. The quality of teaching is good and effective in getting good responses from children in relation to what they see, hear, feel and imagine. Their creative development is successfully fostered through a range of activities and by the time they start Year 1 most pupils reach the standards expected for children of that age. Children in the nursery are encouraged to experience mixing paint and to talk about, for example, their painting of a rainbow. This helped to develop their understanding of colour and use of correct vocabulary. Similarly, the nursery trained assistant worked well with a group who were decorating their gingerbread men to encourage the use of a wider vocabulary. This resulted in the children talking about 'sparkling stars'. These children made choices from a range of materials and gave clear reasons for their choice. One child whose English was at a very early stage of development, silently spent ten minutes pasting and sticking – an activity which was unfamiliar to her. She made very good progress but remained silent even though her actions indicated that she has understood what the adult was saying. A sensitive approach by staff encouraged her learning. In the reception classes, children were interested in making leaves for their jungle frieze and further developed their cutting and pasting skills. The children's responses are developed through specific music sessions and through singing rhymes and songs. In the nursery, staff worked hard to encourage the children's singing. In one very good music lesson in reception, children were encouraged to use instruments to create sound effects and accompany a poem. The role-play areas provide opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.
78. The quality of teaching in the Foundation Stage was very good or better in seven out of the seventeen lessons observed. This quality of teaching is characterised by good subject expertise, high expectations, and the systematic development of children's very good attitudes to learning and good behaviour. This results in children being confident in what they do and willing to 'have a go' by the time they reach Year 1. Staff work hard to provide a consistent approach to teaching and learning and are developing their planning. The curriculum takes into consideration the national guidance for the Foundation Stage and staff adapt this to meet the needs of the

children. The school is now at a stage, with the appointment of new staff, to develop a consistent approach in both the nursery and reception classes in terms of planning and assessment. Currently, assessments of the children's attainment are used to inform planning and records are kept to monitor the progress that children make. Staff provide a calm, secure learning environment and the needs of children in all classes are well met. Staff have maintained the good practice identified in the last inspection.

ENGLISH

79. Pupils currently in Year 2 attain standards that are below average in speaking and writing and average in listening and reading when compared with pupils of the same age nationally. This indicates an improvement in standards since 1997 when the school was last inspected, and a maintenance of standards in writing. These standards also reflect the results achieved by pupils in Year 2 in the last year's National Curriculum tests. The school has raised the number of pupils gaining a level of attainment appropriate for their age. When compared with pupils from a similar background, pupils achieved well above average standards in reading and average standards in writing. The school has analysed the results over several years and developed strategies to improve pupils' performance, particularly in writing. Observations from this inspection indicate that these are producing positive results and pupils are improving on last year's results. Good support for pupils with special educational needs results in them making good progress towards the targets set in their education plans, and in some cases they achieve the expected level by the time they are seven. A very high percentage of pupils speak English as an additional language and some pupils join the school with little, or no spoken English. They make good progress as a result of effective teaching and good additional support.
80. When children enter the nursery, a significant number have low standards in communication, language and literacy and lack confidence in speaking. The provision in the nursery and reception classes ensures that most make good progress although a significant number do not reach the level appropriate for their age on entry to Year 1. By this time, however, due to the good provision and encouragement of the teachers and support staff, most join in with class discussions and are keen to answer specific questions. However, many still lack the vocabulary or English language to describe clearly what they want to say. By the age of seven, pupils demonstrate that they have made good progress in developing their speaking and listening skills. Many have the confidence to put forward their views but a few need encouragement to speak in complete sentences. Most pupils listen well and show by their actions and their answers that they have understood.
81. Staff work well to develop and build on the pupils' interest in reading. They encourage parents to be fully involved with their child's development and where parents do this regularly, their contribution is a significant feature in the progress which pupils make. Staff stimulate the pupils' interest and develop their knowledge of letter sounds from an early age and this helps the pupils to tackle words that are unfamiliar to them. By the age of seven, most pupils are confident and fluent readers who can express their preferences and give appropriate reasons for their choice. Pupils with special educational needs are given good support, which develops their confidence and skills in a structured way and consequently they make good progress towards the targets set in their individual education plans. Not all teachers use the sessions identified for reading as effectively as others to guide the pupils' reading and help them to develop their skills. The two libraries offer good resources, which by the display of good quality texts, encourage pupils to read. This is an improvement since the last

inspection. The use of these libraries makes a positive contribution to the progress that pupils make in reading non-fiction books. The pupils' library and research skills are also enhanced by the use of these facilities.

82. Pupils in Key Stage 1 make satisfactory progress with their writing from a low base on entry to school. Many children have not experienced writing before going to school and are unable to hold the pencil correctly. Teachers work hard to develop pupils' confidence with their writing, and the content and the use of punctuation and correct grammatical structures develops gradually over their time in school. Although most pupils take care with the presentation of their work, handwriting could be improved. The school is now at a stage where it should review its handwriting policy and ensure consistent implementation across the whole school. Average and below average pupils need help to extend their vocabulary and to consistently use capital letters at the start of sentences and full stops at the end. Spelling in some cases is not consistent. Most try hard and use their knowledge of letter sounds to write unfamiliar words and in many cases the attempts made are plausible. The use of homework consolidates the learning in school and encourages pupils to work hard.
83. The below average speaking and writing by pupils in Year 2 reflects the high numbers of pupils who speak English as an additional language or enter the school with little or no English. Although many achieve well, the few years spent in the infant school does not provide them with enough opportunity to work in a second language (English) at the same level as children nationally, before moving to the junior school. The school sees the need to provide rich experiences on which the children can draw for inspiration and work hard to do so. Also, senior management has recognised the need to provide a more structured approach to developing pupils' speaking skills across the school in both literacy sessions and other subjects.
84. The climate for learning is very good and results in pupils developing very good attitudes to their work and good behaviour. Teachers and support staff are polite and encouraging with their pupils who, in turn, respond positively. Pupils listen to the views of others carefully and accept those that are different from their own. They are helpful to one another and generally collaborate well in pairs or groups. In the best lessons, teachers have high expectations and the pace of learning is good. They use their own good subject knowledge to ask questions of pupils that challenge their thinking and stimulate their learning. No significant difference was noted in lessons between the progress of boys and girls, although the school has identified differences in attainment in the past.
85. The quality of teaching and learning across the school is usually very good and occasionally excellent. This indicates a significant improvement since the last inspection. Teachers make good use of the results of Standard Assessment Tests and their own assessments of pupils' attainment to plan future work and set useful targets for improvement, particularly in reading and writing. Information gained from these activities is used to identify pupils for additional support. Work for these pupils is well planned and taught, and the creation of a sensitive and stimulating learning environment results in pupils developing confidence and making good progress. Teachers also try to help pupils improve by the careful marking of their work.
86. Pupils with special educational needs have detailed individual education plans, which are regularly referred to. This results in good teaching and support that is well focussed. Pupils in a Year 2 class made good progress as the high adult/pupil ratio in the lesson enabled them to receive effective support from a special needs assistant

and a learning support assistant which was well tailored to their needs. Pupils were managed well and learning was reinforced in a challenging environment, which motivated them well. Consequently, they all did the best they could.

87. Pupils learning English as an additional language also make good progress as a result of the effective teaching and support which is channelled to meet their needs. Although many enter school with a low level of English acquisition they achieve well and reach standards in line with their capabilities. Higher-attaining pupils are also well supported and make similar progress to that of their peers.
88. The whole-class sessions in literacy are used well and the quality of teaching here is usually very good. Teachers are skilful in their use and presentation of texts to teach reading and writing skills, which build up gradually throughout the week. In an excellent Year 2 lesson, a good range of teaching methods, including role-play, was used to get pupils to ask and answer questions. They were fully involved and used their knowledge well to relate to 'the duck' who was arriving to answer their questions. Many squealed with delight as the character from the book came to life. This activity was followed by pupils writing letters as 'the duck' in which they could use the information gained previously. Pupils react very positively when teachers use questioning well to challenge them at their own level of attainment. There is good use of praise, giving value to pupils' answers and thus improving their self-esteem, as well as improving their understanding of the skills being taught. Teachers' planning for literacy lessons is consistent and usually of good quality. There is good stress placed on what pupils are expected to learn and precise details of activities. Teachers share these with the pupils and consequently all are clear about what is expected of them. End of lesson summaries are often used effectively to share how well pupils have done in meeting the aims of the lesson. This gives them a helpful understanding of their progress.
89. The profile of literacy has been raised successfully over recent years and developments have been well managed. A new co-ordinator has recently been appointed and is working effectively with the previous co-ordinator to build systematically on the successful developments. Both have good levels of knowledge and expertise, which are used well to develop curriculum planning and teaching across the school. Subjects such as science, when correct subject language is used, and design and technology when the pupils' vocabulary is extended to describe the taste and texture of fruit, make a positive contribution to developing pupils' literacy skills. Teachers use information and communication technology satisfactorily in the teaching of English, for example by using the computer for word processing their literacy work. Overall, standards in literacy have improved but remain below average. However, due to the good quality monitoring and targeting of additional resources, the school is in a good position to improve further.

MATHEMATICS

90. In the 2000 national tests for pupils aged seven, attainment was below the national average in comparison with all schools, but average in comparison with similar schools. The percentage of pupils gaining the higher level was in line with the national average. These results followed three years where results were below the national average, but continually rising. Standards have improved further in 2001, so that pupils' performance is now in line with the national average when compared with all schools and well above average when compared with similar schools. Boys improved significantly more than girls did, with over a quarter attaining the higher level and one pupil reaching the expected level for eleven-year-olds. The inspection was unable to identify the reasons for such a difference.
91. Pupils' attainment in the current Year 2 is average. Near the beginning of the school year, most can calculate confidently with numbers to 20 and tackle simple problems. They understand place value to 100. They have an early knowledge of the names of different mathematical shapes, and can identify clock times to the half-hour. The more able understand place value to 999, and can tackle more advanced addition and subtraction. These pupils are on course to achieve at least as well as pupils in the previous Year 2.
92. The quality of teaching is good. There are examples of very good teaching, where a practical approach is taken to establishing new ideas and skills. For example, in order to help pupils identify odd and even numbers, as well as 'more than' or 'less than', the teacher used a resource on the floor where pupils stepped backwards or forwards. The enjoyment this caused, together with well paced questioning, helped pupils to answer confidently and accurately. The most successful teaching occurs where a variety of approaches is used and pupils are challenged to think in order to learn. Pupils enjoy the teacher using role-play in a formal way to show them how the same amount of money can be paid in different ways. All teachers are confident in their subject knowledge and use the National Numeracy Strategy successfully in lessons that structure pupils' learning well. After quick-fire questions that often consolidate previous learning, teachers prepare pupils well for their group tasks so that they quickly settle down to work. Teachers are conscientious in planning activities that meet the needs of their pupils, so that they all make good progress. Where necessary, classroom assistants provide additional support, particularly for pupils with special educational needs or where their English as an additional language is at an early stage of development. Here, pupils make good progress. Sessions are very successful in consolidating learning when they are imaginative. For example, in the lesson about money, the teacher produced a 'magic box' that could change a large number of coins into one worth the same amount. Pupils competed in a friendly fashion to be the first to make the correct prediction of which coin would come out. Teachers consistently mark work carefully and provide helpful comments either of praise or about what to do to be more accurate. They have high expectations of presentation to which pupils respond with care.
93. Since the last inspection, not only have standards of attainment improved, but also pupils are more enthusiastic. Very few of them lose their concentration or are careless. Moreover teachers are now totally consistent in expecting and obtaining good behaviour, so that pupils learn to collaborate well from an early age.

94. The school covers the statutory curriculum, but under-emphasises the role of practical investigations in helping pupils to apply what they learn to real problems. In addition, little use is made of computers as a tool for learning and communicating mathematics. Overall, subjects such as science, design and technology and history make a satisfactory contribution to the development of pupils' numeracy skills. Teachers provide pupils with a good grounding in number, and use a thorough system for tracking pupils' progress. This helps them set pupils' targets that meet their needs. However, the school has yet to extend its attention to assessing pupils' progress in the other areas of the subject. The current co-ordinator provides good leadership, and has collaborated with colleagues to make improvements, based on a clear, focused action plan.

SCIENCE

95. Inspection evidence indicates that the standards of pupils currently in Year 2 are now similar to those expected nationally. This is a similar judgement to that made in the last inspection in 1997. In 2000, the overall attainment of pupils, based on teacher assessment, was well below the national average. The assessments carried out in 2001 showed a good increase in the number of pupils attaining the higher than expected level. The school identified experimental and investigative science as an area for further development and has recently revised its practice in this important aspect of the curriculum. This is having a very positive effect on the standards now being reached. Pupils are being given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is helping to improve their knowledge and understanding of the subject as well as making the work more interesting, enjoyable and relevant. By the time they leave the school pupils have achieved well in science as a direct consequence of the good teaching they receive. Pupils with special educational needs and those with English as an additional language make good progress as they move through the school. This is mainly due to the well-focused help they are given by dedicated and experienced support staff who work very closely with class teachers. Science makes a good contribution to improving literacy skills through pupils writing about their experiments, discussing results and learning correct scientific vocabulary. For instance, pupils in Year 2 successfully wrote clear instructions about how to construct a working electrical circuit. The use of information and communication technology in science is an area that the school has appropriately identified as in need of further development.
96. By the age of seven, pupils know some of the properties of a range of different materials such as metal, wood and stone. They know the life cycle of a flowering plant and also of various animals such as butterflies, chickens and frogs. Through their investigations in the local environment they know about habitats and the differing needs of various plants and animals. They know the external parts of plants and humans and can identify living and non-living things. Pupils' understanding of electricity is particularly good. They identify many uses of electricity, both mains and battery, in the home. In their investigations about circuits they successfully make bulbs light up, make their own switches, find out how to incorporate a buzzer and a bulb in a single circuit and make an electric motor turn. They know about the positive and negative terminals on a battery and that a buzzer must be connected correctly if it is to work. Pupils predict possible outcomes of experiments and draw sensible conclusions from the results they obtain. They record their work accurately in text and pictorially. Pupils have been thoroughly taught all aspects of the science curriculum

by the end of Year 2 and are well prepared for their next school. Indeed, more able pupils are working at a level above that expected for their age.

97. The quality of teaching is always at least good and sometimes better. This is an improvement since the last inspection when teaching was judged to be predominantly satisfactory. Teachers plan their lessons carefully in year groups to enable them to share their ideas and expertise and ensure similar coverage of the curriculum. The correct scientific vocabulary is stressed in each lesson and pupils, from an early age, learn to use it appropriately. This has a very positive impact on learning, particularly for those pupils who have English as an additional language. It enables them to extend their knowledge of both English and science in a meaningful situation. Teachers manage their pupils very well and create a purposeful working atmosphere that helps pupils concentrate on their work without interruption. They have good subject knowledge that enables them to make useful teaching points and help pupils learn new concepts securely. Pupils are given the opportunity to work independently and make their own decisions. For example, in Year 2 they chose their own equipment for their investigations about circuits and did this sensibly and without fuss. Support assistants are used well to help pupils learn more effectively. They are briefed about their role by the teacher before the lesson and often work with a designated group of pupils to support and guide them. As they move through the school pupils develop a mature attitude to their work and are keen to succeed. They respond well to the good teaching they receive and their behaviour is always good.
98. The management and co-ordination of science is very good. Planning and finished work are carefully monitored to ensure coverage and judge standards. Assessment procedures are firmly in place and pupils' efforts are assessed and recorded at the end of each unit of work. These assessments are used effectively to guide future planning and to highlight areas in need of further development. The many good quality displays, which often include pupils' work, help to raise the profile of the subject and show pupils how much their work is valued. Good quality resources are also utilised well to make lessons more interesting and effective.

ART AND DESIGN

99. The standards attained in art and design are above those expected nationally for pupils aged seven. This is a good improvement since the last inspection when standards were judged to be similar to those found nationally. All the work displayed round the school is of a good quality and serves to raise the profile of the subject and inspire the pupils. Pupils of all abilities make good progress as they move through the school due mainly to the good teaching they receive and the carefully planned work. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates.
100. Pupils in Years 1 and 2 use a wide range of media and techniques successfully in their work. From an early age they are introduced to colour matching and mixing and can produce attractive artwork using pencils, pastels, crayons and paint. Pupils in Year 1 produce close observational drawings of objects found around them. For example, on a visit to a local church they drew various parts of the building and its contents such as the windows, pulpit, lectern and altar. These they did with accuracy and a good understanding of scale. After looking closely at, and discussing, figure drawings and paintings by Rodin and Van Gogh they produce their own bold paintings showing good awareness of shape, form and colour. In Year 2, pupils use sketchbooks to practise their skills in art. Various forms of mark making are

developed to find the effect produced. Pupils are then encouraged to try to improve on these. For example, pupils use pencils of varying degrees of hardness to show texture in their work. They mix paint to show hot and cold colours most effectively and can say how the different colours make them feel. By looking closely at the work of famous artists they produce work in a similar style. Their work in the style of Mondrian was particularly good, and a graphics program on the computer was used to further enhance their work. Some artwork is suitably linked to other areas of the curriculum. For instance, the paintings of the Great Fire of London as part of their history studies were of a high quality and prominently displayed. The use of various shades of red to show the fire behind the silhouettes of the buildings was very effective.

101. The quality of teaching in the one lesson seen and the quality of work produced in other lessons are good. The concentration is appropriately on pupils learning skills in art and design with links to other subjects made whenever possible to give the work more relevance. Planning is good, with teachers having a good subject knowledge that enables them to teach art and design in a well-structured and meaningful way. Pupils respond well to the good teaching and produce good quality work that they are proud to see displayed. Pupils are given independence in their learning. This was clearly seen in a Year 1 lesson where pupils were encouraged to experiment with colour mixing, which they did with obvious enthusiasm and enjoyment, producing some eye-catching paintings. Assessment procedures are good, with pupils' levels of skill being assessed and recorded at the end of each unit of work. These assessments are used well for reporting to parents and future class teachers as well as to help plan suitable future work.

DESIGN AND TECHNOLOGY

102. Only one lesson in design and technology was observed during the inspection but, from this, a scrutiny of teachers' planning, talking to pupils and examining many photographs and examples of finished work, the standards attained by pupils at the age of seven are judged to be above those expected nationally. This is the same as the judgement made in the last inspection and a clear indication that the school has successfully maintained standards despite the appropriate focus on literacy and numeracy in recent years. One of the main strengths is the good practice of having pupils follow the correct procedures of designing, making and evaluating in every piece of work they undertake. From an early age they carefully plan their work to ensure that it will be effective, identify the resources they are to use and constantly strive to improve their product during the making process. They always evaluate their finished work and suggest ways that indicate how it could have been even better. All pupils, including those with special educational needs and those with English as an additional language, make good progress as they move through the school.
103. Pupils in Year 1 cut and join a variety of materials to make good quality model houses, with various features such as chimneys and gardens carefully planned and evaluated. They plan and make moving pictures from card, such as a giraffe walking through the jungle. In food technology, pupils design and make a fruit salad using cutting tools safely and with great enthusiasm. They decide on the fruits they want to include, make the salad and then, after much thoughtful discussion, suggest ways to improve it. For instance, one pupil wanted to leave out the pineapple and others wanted to add strawberries or more orange to make their fruit salad tastier. Pupils in Year 2 make extremely effective hand puppets after learning a variety of sewing techniques. These puppets were of a very high quality as they had been well

designed and most carefully made. The pupils made a paper template, used this to cut out material of their own choice and then completed their puppet by adding a range of features to make it more attractive. These puppets were then used to act out a play of the pupils' own devising to make the work more relevant and to improve their speaking skills. Pupils use design sheets to plan and make wheeled vehicles and understand the difference between fixed and free moving axles. Making costumes, posters and musical instruments for the School Carnival enhanced the design and technology curriculum. Pupils made good quality and very effective costumes which, from the photographic evidence, they obviously wore with great pride.

104. The quality of teaching, as seen in the Year 1 lesson and from the finished work, is good, with pupils learning new skills effectively. Teachers plan work with imagination and confidence that helps all pupils achieve well and enjoy lessons. Opportunities to improve literacy skills are not missed and during the Year 1 lesson a support teacher was encouraging pupils at an early stage of English acquisition to learn and use a wide range of descriptive language to evaluate their fruit salad. This they all did very well and could use words such as 'delicious', 'sour', 'sweet', 'crunchy' and 'juicy' with understanding by the end of the lesson. Teachers manage their pupils well and have high expectations of them, as can be seen from the quality of the finished work. Pupils are enthusiastic about their work and concentrate well in lessons. They are justifiably proud of their efforts. A lunchtime sewing club for pupils in Year 1 also helps to enrich the provision. Assessment procedures, including self-assessment by pupils, are good, and teachers have a secure knowledge of the level of attainment of individual pupils. This knowledge is then used well to plan future work at a suitable level to help pupils learn at a good rate.

GEOGRAPHY

105. No geography lessons were being taught during the time of the inspection so evidence was gained from speaking with pupils and the subject co-ordinator, and a scrutiny of pupils' work and teachers' planning. Insufficient evidence was available to make a judgement of the pupils' attainment at the end of the key stage (Year 2) although pupils at the beginning of their Year 2 work demonstrated sound knowledge and understanding of the areas they had covered so far.
106. In Year 1, pupils develop an understanding of the local area by identifying different types of building in the locality and visiting a variety of shops and a fast food restaurant. They identify what buildings are made from and use appropriate terms such as terraced and tower block to describe housing. They identify key features on their route to school and are aware of the uses of maps and plans to help them. In a topic 'Please Play Safely', pupils are encouraged to identify safe playing areas and to suggest how to make improvements. Following on from this, pupils in Year 2 talked about how the local environment was spoilt by litter and also noise pollution from cars, the local football stadium and loud radios. They were aware of places beyond their immediate environment which were "less noisy, with fewer people", for example, in some holiday towns in England. They were also aware of places with different cultures and climates.
107. Although no overall judgement can be made on the quality of teaching it is clear that geography is used to support the pupils' reading and writing skills. For example, after reading a story, pupils discussed how the island in the story was different from the mainland. They followed this by writing their own stories and drew maps of their own

islands, which gave indications of key features such as rivers, bridges, a village and bay.

108. The school has reviewed the curriculum in line with national guidance and although the set time allocated to the subject is below that in some schools, work is also linked to other areas of the curriculum. The newly appointed co-ordinator is aware of the need to monitor coverage of the work and has a clear plan of action to make further improvements. The findings of this inspection are similar to those of the last.

HISTORY

109. Only two lessons were observed but further evidence was gained from a scrutiny of teachers' plans, pupils' work and discussions with pupils. Pupils, including those with special educational needs and those who speak English as an additional language, achieve well and by the age of seven reach standards of attainment in historical knowledge and understanding above those expected for pupils of that age. This indicates an improvement since the last inspection. In some cases the pupils' knowledge and understanding is at a higher level than their written work indicates.
110. One of the key features in the development of the subject is the improved quality of teaching, which encourages pupils' keen interest in events and people of the past. At the time of the inspection, pupils in Year 2 were completing their studies of the Great Fire of London and were very keen to talk about their work. They had good factual knowledge and used dates correctly. They identified when, where and why the fire started and gave reasons for its spread. For example, pupils referred to the differences in materials used in house building, comparing the past with today. They also identified advances in technology, which they thought would ensure an event like that would not happen again. Good links were made with literacy as pupils wrote eyewitness accounts to describe the fire and what people were feeling. Work resulting from this was of a high quality and included good use of vocabulary. Teachers supported this activity well by building gradually on what the pupils already knew and showing them how they could improve their writing through redrafting their work. Pupils were pleased with their finished drafts and their confidence and self-esteem was increased through the good display of their work.
111. Pupils develop a good sense of chronology through the study of homes in the local area in Year 1 when they compare 'old' and 'new', and through using timelines in Year 2. They are aware that the past is divided into historical periods and are beginning to understand how historical evidence can be gained from a variety of sources. They realise, for example, that historical artefacts are important for finding out about the past.
112. In Year 2, pupils understand that everyday life has changed for ordinary people and that individuals such as Florence Nightingale have made important contributions. They are encouraged to understand the impact of people from other cultures, for example, by finding out information about Mary Seacole. Also, specific events such as Black History Month help them to understand the impact of people such as Nelson Mandela on life in South Africa and the world at large. These issues were also dealt with sensitively in an assembly when pupils were very keen to talk about the impact of individuals in the fight for justice and equality. The level of awareness and sensitivity indicated when the pupils spoke about these issues was impressive. All these examples reflect the provision of a good, relevant curriculum and good teaching. The

co-ordinator for history is new to the post but is enthusiastic about the subject and has a clear action plan for improvement.

113. Individual teachers are knowledgeable and enthusiastic about the subject and use their skills well to encourage learning through careful questioning. This develops the pupils' thinking and results in them moving beyond the literal – the story of the Great Fire of London - to beginning to understand cause and effect. The pace of learning is good and teachers and support staff work well together to support the pupils' learning. The use of videos, visits and visitors enrich the curriculum and gain the pupils' interest. Relationships are very good and this helps teachers to manage the pupils well. Overall, pupils have good attitudes to their learning as work in history provides challenge and enjoyment for pupils of all abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Attainment in information and communication technology (ICT) is as expected nationally for pupils aged seven. This is similar to the judgement made in the last inspection. All aspects of the subject are taught over time, including word processing, graphics, control technology and research skills. Due to the good relationships that exist with the junior school on the same site, classes in Years 1 and 2 have a weekly session timetabled in the junior school's computer suite. Both Year 2 classes have a lesson in the suite each week with their teacher and pupils in Year 1 have a group session with a learning support assistant every three weeks. All classes also have their own computers that are used to reinforce skills learned in ICT lessons and to extend and enhance work in other subjects. For example, Year 2 pupils used a word processing program to write instructions about how to make an electrical circuit. This was appropriately linked to their work in science as well as improving their writing skills in literacy. Firm plans are in place, including allocated funding, to improve resources considerably in the near future. The school is to set up its own computer suite that will give the pupils more access to good quality resources. These plans are a clear indication of the importance the school places on the development of ICT, not just as a discrete subject, but also as a tool to be used to enhance learning in all curricular areas.
115. Pupils in Year 2 successfully use a computer for word processing, often linked to their literacy work, and know how to save and print their work. They create bar charts and pictograms from data they have collected in mathematics lessons about the different hair and eye colours in their class. In control technology they successfully program a floor robot to follow a route using a range of commands such as right, left, forwards and backwards. Their use of a graphics program is particularly good and they know how to change the background colour, use a range of different tools such as a brush or a spray and repeat a clip art picture to make their own design. This program is also used effectively to extend their work in art by making their own pictures in the style of famous artists. Those produced in the style of Mondrian were most attractive and carefully constructed. Pupils use CD Roms to help them in their research. For example, as part of their history work they found useful information out about the life of Florence Nightingale. The use of the Internet is an area yet to be fully explored by the school. Some other ICT devices, such as tape recorders, are also used by pupils of all ages on a regular basis and they have a good understanding of the many uses of ICT in the world around them.
116. Only one lesson, led by a learning support assistant, was observed during the inspection. From this, looking at teachers' planning, talking to pupils and seeing

many good examples of finished work, the quality of teaching is judged to be good overall. Teachers and support assistants have a good understanding of the subject and are able to help pupils to make good progress as they move through the school. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates as they are well supported and have equal access to the available resources. Work in the computer suite is carefully planned to help pupils improve their skills in a systematic way. Pupils are well managed and this helps them to concentrate on their work and learn effectively. They respond well to the good teaching and are keen to learn more. The use of the class-based computers is not so effective. Appropriate opportunities for pupils to use these computers on a day-to-day basis are not always identified in the planning of other subjects. The monitoring of the pupils' access to these computers is not fully in place to ensure they all receive the same level of provision. During the inspection pupils were only rarely observed using ICT in class lessons to support their work in other subjects.

MUSIC

117. By the time they are seven, pupils' attainment is above expectations. In performing, pupils' singing is well above expectations. They maintain good, accurate pitch and have very clear diction. They sing rhythmic pieces including syncopation, such as calypsos, with confidence and enjoyment. A very large number of seven-year-olds are so enthusiastic about singing that they also belong to a choir, where the standard of singing is even more advanced. Here, at a very young age, they successfully combine two parts, while other pupils accompany them on percussion with an accurate pulse. Pupils also listen well to music. This is shown in assemblies, and was particularly apparent during the inspection week, when a visiting cellist played 'The Swan' to them. Pupils responded with rapt silence. Many pupils show their enjoyment of music again by joining a dance club, where records are used to stimulate movement. This leads to confident performances to audiences. They listen very carefully to quick percussive music and respond with their own original and exciting dance ideas. Pupils are less successful in composing music on instruments.
118. The quality of teaching is satisfactory overall. All teachers have a sound knowledge of what they are teaching, but there are significant variations in the level of skill with which this knowledge is used. Some teaching is good or very good. Here the teachers take time to teach, develop and refine a few skills. Consequently the level of attainment, both in singing and instrumental playing, is above or well above expectations. In one lesson, six year-olds learnt to combine different parts, while in another, five-year-olds were already echoing the rhythms of words and maintaining a beat on instruments with accuracy. Where teachers attempt to achieve too much too soon and to include too many different and difficult pieces of music, the results are unsatisfactory. All teachers take care to include every pupil in the various activities, so that those with special academic needs and those who are learning to speak English often perform as well as the others. Teachers also expect pupils to care for the instruments, and they respond willingly with well-developed self-control. Where teachers ask pupils to evaluate their work and to suggest ways of improving their performance, they respond with some mature comments and ideas.

119. Standards of attainment have improved since the last inspection, where they were judged to be in line with national expectations. However, current standards could be enhanced even further when a way is found to make the quality of teaching more consistent.
120. All the staff are very committed to providing pupils with a rich and exciting curriculum in music. Consequently, the pupils' enjoyment of the subject is very evident. The school pays good attention to ensuring that pupils have the opportunity to appreciate the wide variety of styles and idioms associated with different cultures in the local and wider community. The choir performs outside the school and visiting musicians enhance all pupils' musical appreciation. Most pupils contribute to the celebrations of the School Carnival. The co-ordinator is an expert in her subject, and provides good, supportive leadership. However, there is not enough opportunity for classroom observation, so that teachers receive direct support when they need it.

PHYSICAL EDUCATION

121. Pupils in Year 2 are attaining standards that are above national expectations. The whole range of work was not available for inspection. However, pupils demonstrated strong bodily control in all they carried out. They are very skilful in dribbling balls, keeping them close to their feet and rarely allowing them to slip away from their control. They manoeuvre them well around obstacles, and carry out tasks in collaboration with partners or groups. This control of the ball is already developing well in Year 1, and is associated with very good behaviour and thorough enjoyment.
122. The quality of teaching is very good. Lessons begin with simple, appropriate warming up activities. Teachers keep pupils focused on the purposes of the tasks they set, and help them to become mature in the way they work together whether in groups or in teams. They manage them very well with high expectations of behaviour. Pupils respond positively and demonstrate exceptionally good self-discipline. As praise of all pupils is appropriate it builds up their confidence, including those who are not particularly agile. Teachers move about the hall in order to challenge the more able to extend themselves. All lessons are fun, and this shows in the pupils' delight in their work.
123. Provision for physical education has improved since the last inspection. Standards of teaching and learning have risen from being average and planning is now effective. The quantity and quality of resources have also improved. Teaching has continued to involve a positive and caring relationship with pupils. Teachers still make good use of pupils to demonstrate skills.
124. The co-ordinator provides strong leadership, especially through her feedback following direct observation of teaching. There has been a good amount of in-service training for teachers which has benefited the pupils' learning. Pupils have good opportunities to use their skills in the summer when extra-curricular sporting activities take place.

RELIGIOUS EDUCATION

125. The current Year 2 pupils have attained a knowledge and understanding of religion that is in line with the expectations of the locally agreed programme for religious education. They are aware of some of the furniture and artefacts to be found in the local Christian church, and know a little about some of the celebrations that take place. Pupils recall some of the factual details that they have learnt in their studies of Jewish, Hindu and Muslim faiths. They describe a sukkah, after their study of Judaism, and say how they enjoyed making a model of one. Pupils give a satisfactory account of the flight from Egypt.
126. The quality of teaching is very good overall and ranges from good to excellent. All teachers ensure that pupils consolidate what they learnt in their previous lesson with opportunities for them to display what they remember. They make their teaching points using interesting resources. For example, in order to give further ideas on an abstract subject such as love, they use photographs of examples of giving and caring. Particularly outstanding was one lesson where the teacher held her pupils riveted by her powerful telling of the story of Ruth and Naomi. The pupils were so involved that those who were asked to enact the story began to improvise mime spontaneously. They also went on to produce some well thought out ideas about what they would do to care for somebody, which were symbolically linked as a paper chain. This was an excellent way to give the pupils a sense of the meaning of love. Religious education lessons are notable for the way that they include every one of the pupils. In discussions, teachers encourage all of them to think deeply and to make sensitively thought-out, relevant comments. Teachers treat pupils equally by always being positive. Praise is given where it is due, and where an answer is inappropriate, correction is positive and constructive. In this way quiet pupils, those who are learning to speak English, or those with special needs, gradually become more confident and make good progress. Teachers manage the pupils firmly but gently. Consequently, pupils' attitudes and behaviour are good overall and often very good. Religious education lessons link with circle times when all children sit in a circle and are encouraged to discuss specific issues and put forward their ideas and feelings. In one lesson observed, they provided invaluable opportunities for pupils to consider and celebrate their friends' and their own talents.
127. Religious education has maintained the standards observed at the previous inspection. The quality of teaching is now set to raise standards of attainment. Teachers now help pupils to reflect on issues with deep meanings such as love and the subject makes a major contribution to pupils' spiritual, moral, social and cultural education.
128. The school is developing a scheme of work that will tie in with the locally agreed programme for learning. This will need to incorporate a simple but effective method of assessing pupils' knowledge and understanding, so that plans can be made to meet their needs. The co-ordinator is very clear about what is needed to continue improvements, and is planning appropriate in-service training for staff when the scheme of work is launched. The subject is brought alive with a good bank of interesting resources, such as pictures and artefacts related to different faiths.