

INSPECTION REPORT

DEANSBROOK INFANT SCHOOL

Mill Hill

LEA area: London Borough of Barnet

Unique reference number: 101274

Headteacher: Ann Hull-McCracken

Reporting inspector: R B Bonner
25384

Dates of inspection: 19 – 22 November 2001

Inspection number: 196918

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:	Hale Drive Mill Hill London
Postcode:	NW7 3ED
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr George Ramsey
Date of previous inspection:	12 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25384	R B Bonner	Registered inspector	Science Information and communication technology Design and technology	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9092	R A Elam	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20963	J Keiner	Team inspector	English as an additional language	
11901	P Lowe	Team inspector	Areas of learning for children in the foundation stage Art and design Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils? Personal development

22482	B Potter	Team inspector	English Music Physical Education Special educational needs	How high are standards? b) Pupils' attitudes, values and personal development
30717	G Tompsett	Team inspector	Mathematics Geography History	How good are the curricular and other opportunities offered to pupils? Learning opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deansbrook Infant School is situated in the Mill Hill area of the London Borough of Barnet. The school is for pupils aged three to seven years, and has 317 pupils on the roll. Ninety-six of these attend on a part-time basis in the nursery and reception classes. At the time of the inspection there were 92 children in the reception classes who were under the age of six. When the children enter the reception class, a very wide range of attainment is represented, but it is below that found in most schools. The percentage of pupils entitled to free school meals is above the national average. This is significantly higher than at the time of the last inspection. The percentage of pupils on the special educational needs' register is broadly average. The percentage of pupils with statements of educational need is high. Pupils who attend the school come from a very wide range of ethnic and cultural backgrounds. Nearly forty per cent of pupils speak English as an additional language. This is very high. Of these, over fifteen per cent are at an early stage of language acquisition. Since the last inspection, there has been a significant rise in the numbers of pupils with special educational needs and those who speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. It is effective in its work and provides good value for money. Although standards in English, mathematics and science are below the national average, pupils achieve well in relation to their prior attainment. The quality of teaching is good. The headteacher provides strong, effective leadership and management, and is well supported by the deputy headteacher, the staff, and the governing body.

What the school does well

- Teaching and learning are good. Pupils make good progress and achieve well.
- The school is very well led and managed, and is well supported by staff and governors.
- Pupils enjoy going to school. They have good attitudes, behave well and form very good relationships.
- Provision for children in the nursery and reception classes is very good.
- Provision for pupils with special educational needs is very good and it is good for pupils who speak English as an additional language.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils are very well cared for in a safe and happy environment.
- The school works very closely with parents.

What could be improved

- Standards in English, mathematics and science.
- The organisation and allocation of time within the curriculum.
- Attendance and the promotion of good attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1997. All of the key issues and minor weaknesses have been tackled effectively and there have been significant improvements, particularly relating to the quality of teaching and learning. In this inspection there was no unsatisfactory teaching and the percentage of very good teaching was higher. Standards have risen in art and design, design and technology and information and communications technology. Although standards have fallen in English, mathematics and science, pupils achieve well in relation to their prior attainment because of the good teaching and support they receive. The school provides particularly well for higher-attaining pupils and was successful in increasing the percentage of pupils achieving at the higher level (Level 3) in reading, writing and mathematics in the national tests in 2001. The nursery accommodation has been significantly improved and is very good. Subject leaders work hard in their roles and are influential in their support of colleagues providing guidance on a day-to-day basis.

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	C	D	E	D
writing	B	C	D	C
mathematics	C	D	E	D

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

Standards in the 2001 National Curriculum tests for seven-year-olds were below average in writing and well below average in reading and mathematics when compared with all schools. Teachers' own assessments of pupils' achievements in science indicate standards that were well below the national average for those pupils achieving the expected level. In comparison with similar schools, standards were average in writing and below average in reading and mathematics. Taking the three years 1999 – 2001 together, the pupils' performance in writing was in line with the national average, while in reading and mathematics it fell below the national average. The overall trend of pupils achieving the expected level (Level 2) is downward and reflects the significant increase in pupils with special educational needs and those who speak English as an additional language who have joined the school. However, the school has been successful in increasing the percentage of pupils achieving at the higher level (Level 3) in reading, writing and mathematics. The fall in standards in 2001 had been expected and was due to a particularly low-attaining group who had been identified early on in their school lives. Standards were lowered still further by a group of low-attaining pupils who joined the school in Year 2. The school is on line to meet its targets for 2002, which are higher than last year's and are set at a sufficiently challenging level.

The findings of the current inspection are that standards achieved by 7-year-olds are above average in art and design and religious education, and average in all other subjects except for English mathematics and science, where they are below average. Although standards are below average in these three important subjects, pupils are achieving well in relation to their prior attainment. Pupils with special educational needs and those who speak English as an additional language are well supported and make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to their work and are enthusiastic about all aspects of school life.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around school. They understand rules and show respect for people and property.
Personal development and relationships	Relationships are very good. Pupils form constructive relationships with one another and with adults. Pupils take responsibility seriously and use their initiative.
Attendance	Attendance and punctuality are poor. The level of attendance has improved since the last inspection but it is still well below the national average.

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.

Teaching and learning throughout the school are good. There is no unsatisfactory teaching. It is very good in the nursery and good in all the other years. The teachers in the nursery and reception classes have a very good understanding of the ways in which young children learn. This contributes significantly to the progress of these children. Teachers in Years 1 and 2 have a good knowledge and understanding of the subjects they teach. Teachers in all classes plan lessons well and have high expectations of pupils' concentration and effort. They provide the pupils with good explanations and demonstrations that gain their attention and enable them to learn well. The pupils and staff relate very well to each other and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. The teaching of English, including literacy, and mathematics, including numeracy, is good. Pupils with special educational needs, and those who speak English as an additional language are well supported in class and make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good for children in the nursery and reception classes and it is good for pupils in the rest of the school. The curriculum is broad, but the time available is not always used effectively. The national strategies for literacy and numeracy are implemented well. Provision for pupils' personal, social and health education is very good, and for extra-curricular activities, it is good. The school has good links with the local community and works very well with partner institutions.
Provision for pupils with special educational needs	Very good. Pupils are included in all aspects of school life. They are well supported and make good progress against the targets set within their individual education plans.
Provision for pupils with English as an additional language	Good. The school has a policy of presenting a positive view of cultural diversity throughout the curriculum. Pupils are included in all aspects of school life. They are well supported in class and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school operates as a caring community that aims to provide experiences that encourage pupils to appreciate cultural diversity, act responsibly, and value each other's contributions.
How well the school cares for its pupils	The school takes very good care of its pupils and provides them with very good welfare, health and safety. Support and guidance are effective, and there are good procedures for promoting good behaviour. Procedures for checking pupils' progress over longer periods of time are good.

The school has established very good links with the parents and these contacts are very effective. Parents' involvement with the school makes a very good contribution to its work and to the achievement of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher with the effective support of the deputy headteacher and year group leaders. Subject leaders work hard in their roles and are influential in their support of colleagues providing guidance on a day-to-day basis.
How well the governors fulfil their responsibilities	The governing body contributes well to the effective running of the school. Governors take their responsibilities seriously and are committed to providing the best possible education for all the pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and where it needs to develop.
The school's evaluation of its performance	The headteacher and deputy headteacher effectively monitor and evaluate the performance of staff and provide relevant feedback and training opportunities. All data relating to pupils' attainment are analysed, targets set for improvement, and progress towards them monitored.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities especially the raising of standards. The school understands, and applies well, the principles of best value to its work. The governors carefully monitor the effectiveness of the school in terms of the value for money it provides.

The level of staffing is very good. Well-trained support staff are deployed effectively and support pupils very well. Accommodation is good. Resources are good and well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school. • The children behave well. • Staff are approachable and parents are comfortable airing their concerns. • The school is helping their children to become mature. • The quality of teaching. • The leadership and management of the school. 	<ul style="list-style-type: none"> • The provision of activities outside lessons.

The inspection team strongly endorses the positive views of parents. However, the team does not support the parents' views on the provision of activities outside of lessons, the level of which it judges to be good. The school provides a good range of activities outside lessons including sports activities, choir and theme weeks on such topics as art, books and the environment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the nursery is well below expectations for their age, particularly in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. The children make very good progress in the nursery but standards are still below those expected when they enter the reception class. The children continue to make good progress in the reception classes and by the time they start in Year 1, the majority of children reach the nationally agreed learning goals, or are close to reaching them, except in communication, language and literacy, mathematical development and knowledge and understanding of the world. There has been a significant increase since the last inspection in the number of children entering the school with English as an additional language (EAL), many of whom are at an early stage of language development and with special educational needs (SEN), including those with statements of educational needs. This situation makes it increasingly difficult for the school to achieve results that are comparable to the average of those found nationally.
2. National Curriculum test results in 2001 show a decline in the percentage of pupils achieving at the expected level (Level 2) in reading, writing and mathematics. Teacher assessments indicated that the percentage of pupils achieving the expected level in science was well below average and below average for those achieving at the higher level. These results accurately reflect the significant increase in pupils with special educational needs and those with EAL who have joined the school. The fall in standards in 2001 had been expected and was due to a particularly low-attaining group who had been identified early on in their school career. Standards were lowered still further by a group of low-attaining pupils who joined the school in Year 2. However, the school is particularly effective in meeting the needs of the higher-attaining pupils and has been successful in increasing the percentage of pupils achieving at the higher level (Level 3) in reading, writing and mathematics. The school is on line to meet its targets for 2002, which are higher than last year's and are set at a sufficiently challenging level.
3. Pupils in Year 2 are currently attaining standards that are average in speaking and listening, and below average in reading, writing, mathematics and science. Given that a large minority of pupils are achieving below the expected standards in communication, language and literacy and mathematics when they start in Year 1, all groups of pupils achieve well as a result of the good teaching and support that they receive in class.
4. Pupils in Year 2 listen well and are sufficiently confident to express opinions and feelings. The higher-attaining pupils read well, fluently, with expression and interest and talk with understanding about the plot. Lower-attaining pupils recognise most common words, including the names of the characters in their reading books. They use picture clues to help them understand the story and recognise letters by shape and sound. Pupils are starting to develop their ideas in sentences. They are aware

of capital letters and full stops, although many do not use them reliably. Higher-attaining pupils write stories that have a beginning, middle and end. Many pupils find it difficult to accurately apply the skills they learn in literacy lessons in other situations.

5. Pupils in Year 2 count and put in order numbers to 20 and beyond. They add numbers up to 10, and distinguish between odd and even numbers. Most pupils count in 2s, 5s, and 10s to 100, identify coins and calculate simple money sums to 20p. Lower-attaining pupils find this difficult. Pupils have a satisfactory understanding of the properties of flat and solid shapes and measure small lengths in centimetres. Pupils use the correct mathematical language when dealing with problems in the subject.
6. Pupils in Year 2 identify sources of light recognise that light can pass through some materials but not others. They know some uses of electricity and can construct an electrical circuit using a battery, bulb and wires. They describe materials by their properties and can put the life cycle of a plant or an animal in order, for example a frog.
7. Standards achieved by 7-year-olds are above average in art and design and religious education, and average in all other subjects. Pupils on the school's register of SEN have a wide range of needs and benefit highly from the specialist help they receive particularly in English and mathematics. By the end of Year 2, pupils with SEN have made good progress, successfully achieving many of their individual targets. Pupils with EAL are well supported and make good progress.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes towards their school. They enjoy the activities provided, which are generally interesting. They find the teachers to be very friendly and encouraging, a factor which parents rated highly in the pre-inspection survey and meeting. They value the companionship of their school friends and gain good experience of the wide variety of customs and cultures which are very much part of and well integrated into the everyday life of the school. Pupils with EAL usually enjoy their learning and respond well to their teachers and classmates. They particularly enjoy working with their specialist teacher.
9. Pupils' behaviour varies widely, but is good overall. Most pupils are confident and open in their attitudes and expression. They enjoy practical, hands-on experience, crucial to early learning, and often show a high level of interest in these. Most listen and apply themselves well when lessons are presented in a way that is stimulating and relevant, but they soon lose concentration when the pace of the lesson is too slow or the tasks are not appropriate to their abilities. Fortunately, the overall good teaching in the school ensures that these instances are very infrequent. A minority of pupils have difficulty in sustaining their concentration, even when the teaching is good but the needs of these pupils is very well recognised and they are given very good support. Minor behavioural problems such as fidgeting and inattention, sometimes disturb the general flow of learning in some lessons.
10. Behaviour around the school is generally orderly and pleasant. A very large majority of pupils are polite, respectful and welcoming. Lunchtimes are a pleasant and

civilised experience. Orderly procedures and good supervision ensure children's good behaviour. Behaviour in the playground is light-hearted, sometimes boisterous but overall good-natured.

11. No instances of oppressive behaviour were seen during the period of inspection. Bullying is not reported to be an issue and there have been no recent incidents leading to exclusion of pupils. Both boys and girls of many races and cultures work and play very well together. This is a very good example of a school achieving racial harmony through the respect for the feeling, values and beliefs of others.
12. Relationships are very good. Pupils relate well to each other, generally enjoying one another's company. Boys mix pleasantly with girls and relationships between teachers and pupils are of a very high quality. Children's personal development is much better than would be expected in pupils of this age. They take turns to carry out various duties for their teacher and can be relied upon to do this sensibly and responsibly. Procedure to enhance good manners and consideration for other are well established, for example pupils replace their chairs under the table after they get up. They do this quite naturally, without the need for prompting from their teacher.
13. Attendance and punctuality are poor. The level of attendance has improved since the last inspection but it is still well below the national average. The result is that nearly half the pupils are absent for more than three weeks during the year. Absences are mainly because of illness though a number of parents insist on taking their children out of school to go on holiday. The school follows the local education authority's policy of authorising these holidays. High levels of absence not only affect the attainment of individual pupils; other pupils are affected, as the teacher has to repeat work to help the absentee catch up. Unauthorised absence is below the national average reflecting the efforts made by the school to ensure parents provide reasons for absence. The majority of pupils are keen to come to school and many are waiting in the playground at the start of the day. Nevertheless there is a continuous stream of parents and pupils coming in the gate for several minutes after the teachers have started to take pupils into school. And more arrive up to ten or fifteen minutes late. These late arrivals delay the start of the day resulting in a loss of teaching time for all pupils.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is good. It is very good in the nursery and good in the reception classes and in Years 1 and 2. All teaching observed during the inspection was at least satisfactory; just over half of lessons were good and over a quarter were very good. This is an improvement since the last inspection when seven per cent of teaching was unsatisfactory and the percentage of very good teaching was lower. There has also been an improvement in the quality of teaching in design and technology, information and communications technology and physical education. As a result of good teaching, pupils including those who have special educational needs and those with EAL learn well.
15. Teachers have improved their subject knowledge in design and technology, information and communications technology and physical education. It is now good in each of these subjects. The provision for higher-attaining pupils has improved. This is evidenced in the increased number of pupils achieving at the higher level

(Level 3) in the 2001 National Curriculum tests in reading, writing and mathematics During the inspection these pupils were provided with challenging work to take their learning forward.

16. The very good teaching is characterised by lessons that are thoroughly planned with clear learning objectives, and conducted at a brisk pace so that full use is made of the time available to move pupils' learning on quickly. In a very good English lesson in a Year 2 class for example, the teacher displayed very good subject knowledge as she effectively questioned and involved the pupils in a very good range of activities to promote skills of speaking and listening, grammar and vocabulary. The teacher set very high expectations of the pupils' attention and contribution and was skilful at involving pupils of all abilities. In response the pupils concentrated hard, worked with interest and enthusiasm and made very good gains in their learning. In this lesson the co-ordinator for special educational needs (SENCO) was well deployed and particularly effective.
17. The pupils and staff have very good relationships with one another and these add significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. Most teachers manage the pupils effectively and they in turn behave well and try hard. The caring relationships that teachers have developed with the pupils ensure that they listen attentively and fully engage in their learning.
18. Weaknesses that occur in lessons that are nevertheless satisfactory or better sometimes relate to weaknesses in class management. On these occasions, although the teachers usually take prompt action to correct pupils who do not listen or act responsibly, the class routines and high expectations are not sufficiently well established to make this unnecessary. In other lessons the introduction is sometimes a little too long and as a result time is not used well and pupils begin to lose concentration. There are occasional weaknesses in some lessons especially where the teacher is focussed on individual groups of pupils and others have a free choice of activity. The teachers usually provide challenging tasks for pupils of all attainment levels so that all the pupils, especially the more able, make good progresses. Sometimes, due to the very wide range of pupils' needs in class, work is not sufficiently tailored to meet the needs of lower-attaining pupils. This can lead to an over-dependence on the support provided by classroom assistants.
19. The teaching of English, and literacy in English lessons is good. Class teachers have a good understanding of all aspects of the literacy strategy. Planning for the literacy hour is effective and has been implemented well, although some of the lessons are too long. Teachers have high expectations of their pupils and provide work that is well matched to all pupils' needs and interests. Throughout the school support staff and resources are used well to ensure that all abilities of pupils are able to work at the task given them. The very good relationships between teachers and their pupils motivates and encourages even the most reluctant of readers and writers. As a result, pupils including those with special educational needs and those with EAL make good progress.
20. The teaching of mathematics and numeracy in mathematics lessons is good. Teachers have embraced the structure of the National Numeracy Strategy well in their planning. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers ensure pupils are

paying attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practice what they know. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. Teachers manage children and resources efficiently and the learning support assistants give effective support. As a result, pupils including those with special educational needs and those with EAL make good progress.

21. The teaching and learning in science is good. Teachers plan well and often provide a good range of activities that promote the development of pupils' skills of investigation. At the beginning of lessons teachers share the learning objectives so pupils understand what they are expected to achieve. Teachers have good subject knowledge, and emphasise the importance of subject specific vocabulary. They ensure that lessons effectively build upon pupils' previous learning. Pupils generally work with considerable interest and concentration and learn well. As a result, pupils including those with special educational needs and those with EAL make good progress.
22. The teaching of pupils with special educational needs is good. Teachers plan work according to the underlying abilities of their pupils, addressing aspects identified with pupils' individual education plans. All staff show a great deal of care for their pupils and know them and their difficulties well. Pupils with special educational needs are positive in their response both to class work and to the work they undertake with the special needs support assistants. They work hard and collaborate well with their classmates. Sometimes work planned for pupils with SEN is not sufficiently tailored to their needs and relies too heavily on the support of classroom assistants to help them complete the tasks.
23. The teaching of pupils with EAL is good. In most lessons, teachers careful presentation of key aims for the lesson and instructions for tasks enables pupils at the early stages of learning English to participate and learn as well as their classmates. Specialist support teaching for these pupils in lessons is very good. The class teacher involves the current acting support specialist in planning, and the support teacher provides very good visual resources and lively direct teaching and explanation at the level of the pupil's understanding. Where possible, she uses the pupil's first language to help, for example in explaining mathematical terminology. In some lessons, classroom assistants also give good support to pupils who are learning English. In some lessons which involve extended talk by teachers, such as story-telling sessions, too little is planned to help those pupils who are at the very early stages of learning English, for example by preparing extra visual resources or using the school's good stock of story props.

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

Learning Opportunities

24. The quality and range of learning opportunities are good and very good for the children in the nursery and reception classes. Curriculum planning has improved since the last inspection. All subjects have policies and clear guidelines to support teachers' lesson planning and to check pupils' progress over longer periods of time. The school has worked hard to revise these schemes and drawn on the latest guidance from the Qualifications and Curriculum Authority (QCA) to incorporate the most up-to-date practice in each subject. This guidance has been well adapted to suit the particular

circumstances of the school. All subjects meet legal requirements. This is an improvement since the last inspection when some aspects of design and technology and information and communication technology were not covered in depth.

25. The breadth of the curriculum is good, with all subjects being taught and the theme weeks and extra-curricular activities enhancing the overall curriculum. The school is fully committed to the provision of quality education and to ensure that equality of opportunity is present so as all pupils have a chance to take part in the full range of social, physical and academic activities. This has led to the great feeling of harmony that exists in the school. Long and medium-term plans are made for all subjects and give a clear indication of what is taught. However, the school does not devote sufficient time to the teaching of some subjects, for example, science, history and geography. In addition, the time that is available during the week is not used as efficiently as it might be. For example, some lessons in the morning are too long whereas at the end of the day there is insufficient time for the effective teaching of other lessons.
26. The school's strategy for the teaching of literacy is effective. All teachers are planning well. They teach the basic skills and follow the guidance of the National Literacy Strategy well. Throughout the school support staff are used well to ensure that all abilities of pupils are able to work at the task given them. There is a good emphasis placed on the development of correct language. The school's strategy for teaching numeracy skills is effective and plays a part in helping the school to raise standards. Lessons are well structured, beginning with a lively session of mental arithmetic which is reinforcing and extending their agility with number. This is succeeded by a main session with clear explanations generally followed up by independent tasks that are designed to meet pupils' different needs. Teachers successfully balance providing direct teaching for one group and moving about to support the others. In many classes, learning support assistants provide helpful additional assistance.
27. The curriculum for pupils with SEN is good. A particularly good feature of the provision for pupils with SEN is a movement club, which is run by two classroom assistants for pupils with co-ordination problems. The curriculum for pupils with special educational needs within their classes is usually tailored well to promote their understanding of the work to be tackled. The classroom assistants work very effectively with the pupils assigned to them as well as with those close by, promoting the full involvement of their pupils in group activities. However, sometimes tasks are not sufficiently adapted for pupils to be able to complete them without adult support. The work undertaken by the learning support assistants with pupils who have statements of special educational needs follows that detailed in their individual education plans. These focus on literacy, numeracy and personal development and are effective in guiding teachers' planning.
28. Curriculum provision for pupils with EAL is good. The school has a policy of presenting a positive view of cultural diversity through the curriculum, including the use of bilingual resources, such as published bilingual stories and some made by the school. Teachers frequently use stories or reports that feature life in minority cultures and other countries. There is a good policy on EAL, which gives helpful guidance to staff on how to make sure pupils' early English language learning needs do not act as a barrier to the curriculum experiences they are entitled to. It also stresses the value of knowing about and where possible using the pupils' first language to help their learning.
29. Provision for personal, social and health education is very good and the school has

recently won two local awards for its work in this area. It is taught through specific lessons and across the wider curriculum. It has a positive effect on the whole school, particularly on the good behaviour and attitudes of the pupils. The range of extra-curricular activities for pupils is good. It includes sports activities as well as choir, with other activities planned for the near future. The theme weeks on art, music, books and the environment greatly enrich the curriculum. This represents an improvement on the previous inspection where only sports were mentioned. The environment week that is held annually provides the pupils with the opportunity of improving their local environment and gives the pupils a quality experience linked to geography and science. The art week gives the pupils a full and varied experience of the many aspects that go to make up art and incorporate aspects of art from around the world.

30. The contribution of the community to pupils' learning is good and the school's relationships with partner institutions are very good. The school has good relationships with many local groups who greatly enhance the pupils' experience. Visitors to the school from the local community provide other valuable links. The school visits and has good relationships with all feeder playgroups, which helps to ensure that children transfer happily into the school. There are close relationships with the link junior school including a comprehensive transfer of information both written and verbal, which ensures a smooth transition to the next stage of education.

Personal Development

31. Pupils' spiritual, moral, social and cultural development is very good. All pupils, including pupils with SEN and those with EAL, make good progress and achieve well.
32. This maintains the position at the last inspection, when the school was very effective in implementing its aims for the spiritual, moral, social and cultural development of pupils. Pupils' development was very good in all aspects. Standards of attainment have been maintained because the school gives priority to the personal and all-round development of all its pupils.
33. Pupils' spiritual development is very good. The spiritual dimension is firmly embedded in the curriculum, with planned opportunities for appreciation of the spiritual elements associated with music, art, literature and science. There are opportunities to listen to music by the great composers and to sing songs of praise. Periods of reflection in the daily acts of worship, in personal and social education lessons and on other occasions across the curriculum allow pupils to reflect on their own beliefs and those of others. There are good links with the local church. The vicar visits the school to talk to pupils about aspects of Christianity. Pupils visit the church, during their study of special places. Assemblies are carefully planned with a theme for the week. They are reverent occasions that contribute well to pupils' spiritual development. During the current half-term, pupils have explored and celebrated the Hindu festival of Diwali. A recent assembly focused on Eid, observed by the Muslims, to celebrate the end of Ramadan. The Jewish festival of Sukkot has also been celebrated and pupils are finding out more about how Christians celebrate Christmas. They learn about the customs observed by different religious groups and how they are important to those observing them. Pupils in Year 2 handle artefacts, such as a prayer mat and a copy of the Qu'ran with great respect and care.
34. Pupils' moral development is very good. Care for all pupils, particularly younger children, and pupils with SEN and EAL, is implicit in the ethos of the school. The school is very supportive of all its pupils. Adults provide very good role models. Respect for oneself and each other is encouraged. Very good relationships prevail.

Pupils are taught the difference between right and wrong actions. Their understanding of the impact of their actions on others is good. The fact that no oppressive behaviour, such as bullying, sexism or racism, was observed during the inspection, is a tribute to the inclusive policy of the school and the encouragement of respect for the feelings, values and beliefs of others. The consistent application of the behaviour policy, the home-school agreement, school and class rules, class discussions and the work of the school council promote good behaviour. Opportunities are provided for children to take responsibility for various tasks, appropriate to their age. This ranges from small tasks in the classroom, looking after younger children at lunchtime and representing the class on the school council. Moral issues are considered through stories from a range of cultures.

35. Pupils' social development is very good. Pupils are encouraged to show consideration towards others and to work co-operatively in pairs and groups. They show respect for the feelings expressed by others and the contribution of their peers in class discussions. They take on responsibilities within the class and the school as a whole. They develop their social skills through participation in break, lunchtime and after school activities. They socialise with others as they visit places of interest, meet visitors to the school and participate in social and fund-raising activities, such as Comic Relief. The special activity weeks, in many areas of the curriculum, enable pupils to socialise with pupils of all ages and with parents and visitors to the school.
36. Provision for pupils' cultural development is very good. Pupils are taught about the various cultural traditions and religious beliefs of pupils in the school through literature, history, geography, music, art and dancing. They study life in other countries. They receive visits from members of faith communities and various cultures. They visit museums and experience African art during art week. There is a range of multicultural instruments, which are used in music lessons and assemblies. Visiting musicians enrich the activities in music week. Citizenship is taught incidentally. There are a good range of artefacts and books for promoting an understanding of the multicultural nature of society. Displays throughout the school value the traditions, cultures and languages of all its members. Pupils are very well prepared for life in multicultural and multi-ethnic Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Staff show very good concern for the needs of the pupils and provide very good role models to encourage their development. This shows an improvement since the last inspection. Parents are pleased with the level of support in the school, seeing it as a

caring community where staff are approachable if there are any problems. The procedures for assessing pupils' academic performance and personal development and the provision of educational support and guidance are good.

38. In particular, the school has very good arrangements for health and safety and for ensuring the welfare of the pupils. The policy is thorough, detailing responsibilities of all staff and governors and highlighting the need for risk assessments, staff training and a yearly audit. The governors are actively involved in ensuring the school is safe. A team of staff and a governor check with all staff each half term whether they have any concerns, thereby ensuring that all maintain their awareness of health and safety matters. Outside contractors are used to regularly check the fire extinguishers, electrical items and physical education equipment. The inspectors saw that teachers ensure that pupils are aware of health and safety issues during lessons such as science, physical education and design and technology. The school regularly reminds parents to exercise care when bringing and collecting their children. Most parents were seen to drive their cars sensibly, but a few insist on waiting on the marked 'no parking' areas. The school has good procedures for child protection. The headteacher is the designated officer for child protection and the school follows local procedures. The school ensures that all staff, including those newly arriving in the school, receive guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The provision for first aid is also very good with several staff fully trained in first aid and others having emergency training. The welfare assistant provides very good support to pupils who require first aid and other pupils with medical conditions. She keeps records of any treatment and sends letters home to parents as appropriate.
39. The monitoring and promotion of pupils' personal development is very good. The checking of pupils' attitudes and social skills starts when they arrive in the nursery and continues during their time in the school. The teachers and their colleagues have a very good understanding of their pupils. The teachers make notes of the pupils' personal development at the end of each term with a summary in the end of year report for parents. Their personal qualities are enhanced by the various tasks they have around the school, for example helping in the classroom, taking registers to the office, helping in assembly and the work of the school council. The school encourages pupils to recognise the value of good work during Friday assemblies and with awards in the classroom. There are good opportunities for pupils to learn to listen to others and to become tolerant of other points of view. The personal, health and social education programme successfully extends pupils' education through different events during the year and visiting speakers. The school methodically assesses pupils with SEN to gain a good picture of their difficulties. They are placed on appropriate levels on the special needs register and the necessary support is clearly explained in the individual education plans. Pupils with full statements are making good progress.
40. The procedures for promoting discipline and good behaviour are good. The teachers develop the classroom rules with the pupils at the beginning of the year and they are on display in the classroom. The policy highlights the roles of staff, parents and pupils and emphasises reinforcing positive behaviour. The school's approach is outlined in the prospectus. The inspectors saw good instances in lessons of teachers and classroom assistants ensuring that the pupils understand how to behave and it is apparent that all the staff follow a consistent approach. The midday supervisors are also involved and award certificates to pupils who have behaved particularly well or been helpful. The school also has a clear policy for dealing with any bullying or racial incidents. The pupils who show any sustained difficulty with

behaviour are monitored and supported well through the school's special needs system.

41. Overall the procedures for monitoring and promoting good attendance and punctuality are unsatisfactory and limit the attainment and progress of pupils. The school's approach has some good features. In the annual governors' report and in news and other letters the school reminds parents of the need for regular attendance and the importance of arriving on time. The teachers, secretary and headteacher monitor the registers regularly and contact parents as necessary. Any unexplained absence results in letters home to seek a reason. Pupils with very good attendance receive certificates. Nevertheless, the school's efforts have not prevented the level of attendance being well below the national average for the past three years. The governors have not set any targets for improvement and the lack of regular statistical monitoring limits identification of the need to give especial attention to particular classes or pupils. The school does not telephone home on the first day of an unexplained absence. The education welfare officer visits the school only once a term and the school refers only those few pupils with exceptionally poor attendance. Many of those who are absent for several weeks during the year are not referred. The school properly records in the register pupils who are late by ten minutes or so. But no record is kept of those who are late by a few minutes so the school cannot identify pupils who are regularly not arriving on time.
42. The school's arrangements for checking pupils' progress over longer periods of time are good. Pupils take part in assessments on a half-termly basis in English, mathematics and science and some of the foundation areas. The results of these are recorded in an efficient manner and then used to target future learning and progress. Each pupil has an individual folder containing examples of their work through their time in the school; this provides a good record of their progress. The school has good systems for initial assessments when the pupils enter school and the consequent tracking of their progress is well followed and documented. All assessment data is well analysed and any trends can be identified and acted upon. The raising of the number of pupils age seven attaining the higher levels in mathematics is an example of how these procedures have been successful.
43. The school has recently adopted a nationally recommended assessment scheme for checking the level of language learning needs of pupils who have EAL. All pupils are assessed annually and the outcomes are updated. The results of these checks are used to make sure that pupils who most need support receive it through working with specialist staff, and to make sure teachers know what language skills each pupil is likely to have. Care is also taken to note what language pupils use at home, and this information is used to help plan support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. In their responses to the questionnaire and at the meeting with the inspectors parents showed that they are generally very pleased with all that the school does. The inspection team supports all of their positive comments and these show an improvement since the time of the last inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school and make progress from the level of support they receive. Behaviour is good. The school expects them to work hard and helps them to become mature and responsible. They consider that, in general, their children receive the right amount of homework to do at home. The school works closely with parents, they are well informed about their children's progress and they feel comfortable approaching the school with any questions.

Some parents are concerned about the range of activities outside lessons but the inspection team considered that the range of visits, theme weeks and other activities arranged by the school to be good.

45. The school has established very good links with the parents and these contacts are very effective. The headteacher sends newsletters home five or six times a term outlining the various activities that the pupils are involved in as well providing general administrative information. Other letters refer to more specific matters and include an outline of what is to be taught in class. The school also supplies a wide range of leaflets about various areas of the curriculum and how to help at home with reading, writing, mathematics, and science. These are in addition to the information sessions run by the school. The school is able to supply leaflets and videos in community languages and to arrange for interpreters as necessary. Every morning and afternoon provides a very good opportunity for parents to see the teachers. They are in the playground at the beginning of the day and all go outside at the end of the day when parents are collecting their children. The inspectors saw many conversations taking place and it is apparent that parents feel very welcome to come into the school. Formal meetings with teachers take place in the autumn and spring terms to find out what their children will be doing and to discuss their progress. In the summer term the open evening takes place after the annual report on progress has been sent home. This report provides a good summary in each subject of what the pupils know and can do together with targets to help them to improve. Parents of pupils with SEN are fully involved in the setting and review of their individual education plans.
46. Parents' involvement with the school makes a very good contribution to its work and to the attainment of the pupils. Parents support their children with reading, spellings and mathematics. On the occasions when pupils have to make masks or 'musical' instruments at home, the response is overwhelming. Almost all parents come to the consultation meetings and many attend the information evenings. Nevertheless, not all parents understand the importance of their child's regular attendance and punctual arrival. The Infant Parent Association is very supportive arranging both fund raising and social events. Several parents come to help in the classroom on a regular basis and more are willing to help on one off events and trips out. Parents also help in other ways; some interpret for other parents and several come to workshops to make or repair resources. The school benefits from the wide range of cultures represented by the parents such as when they provide many different foods at the summer fair. Particular mention must be made of the regular meetings of the parents support group that enables parents to discuss various topics such as learning through games, raising self-esteem, and starting school.
47. The school works very well with parents of pupils who have EAL. It has a very welcoming attitude to parents of all cultures, which it makes clear through its very positive policies on cultural diversity and partnership with all parents, which it wholeheartedly puts into practice. It also makes translators available where parents request help with interpreting school documents or at meetings. The post holder and present acting co-ordinator for EAL have worked very successfully with the parents by holding workshops which enable them to discuss the work their children will be doing at school. Building on this work, parents have helped the school by working with staff to create dual language versions of well loved story books and a specially written alphabet book in the most common home languages of pupils in the school. They have also created story sacks, including puppets and props which can be used to bring classroom stories alive for pupils who are at the early stages of learning English.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of the deputy headteacher and staff, gives a clear direction for the development and improvement of the school. The improvement in the quality of education since the last inspection owes much to her leadership and the effective support of a hard working and committed team of staff and governors. The aims of the school that focus on the educational, social and personal development of the individual are effectively promoted and underpin its work. The school is committed to raising standards with equality of opportunity for all pupils. The school is clear about where it needs to improve and there is a shared sense of determination to succeed and move forward. It is in a very good position to make further improvements and has the capacity to achieve these.
49. The headteacher communicates very effectively with the staff and the governors to ensure that everyone understands the school's priorities for development and works successfully as a team. She maintains a good balance between the strategic, administrative and monitoring elements of her work. In all of these she is very well informed. Working closely with the deputy headteacher, she monitors the work of teachers in the classroom and has a very good understanding of the strengths and weaknesses of all staff. As a result of this work, and the provision of training, standards of teaching have improved significantly since the last inspection.
50. Members of the senior management team have clear areas of responsibility. They are well deployed and are very effective in their roles. The deputy headteacher works very closely with the headteacher and takes a leading role in developing and checking the effectiveness of new initiatives. These cover a wide range of areas including teaching, curriculum and assessment. In each of these areas she is very well informed and influential. Year group leaders play a significant role particularly in relation to curriculum planning, supporting new staff and managing the year groups on a day-to-day basis. The role of subject leaders is at various stages of development. In English, mathematics and science, for example, subject leaders monitor standards and evaluate the effectiveness of pupils' learning. In other subjects, teachers work hard in their roles and are influential in their support of colleagues providing guidance on a daily basis. All subject leaders are budget holders and contribute significantly to the priorities outlined in the school development plan. Procedures for performance management are well developed with targets being set for teaching staff in three key areas: improving personal performance, a specific area identified in the school development plan and developing the curriculum management role.
51. The leadership and management of SEN are very good. The specific grant is used well and extra money is provided in order to assure good levels of support for pupils for as much of the day as possible. This has the effect of helping both those pupils with SEN and their classmates to work in a calm atmosphere and make good progress in their learning. The management of the support staff has been very effective enabling them to work well with pupils and to communicate with the teachers involved.
52. The leadership of support for pupils with EAL is good. The current acting temporary co-ordinator has been able in a very short time in post to use her time effectively to review the language learning skills of all the listed pupils, and assess those new to the school. She has improved the accuracy of the assessments and works well with teaching and support staff. She has done very good work on analysing how the pupils do in Year 2 and is constantly seeking to improve and add to resources to support

teaching.

53. The governing body fulfils its legal duties well and is effective in its work. There are good procedures to ensure that individual governors are kept well informed and play a vital role in shaping the direction of the school. Governors are clear about the strengths and weaknesses of the school and how the school needs to move forward. The chair and vice chair of governors work very closely with the headteacher and are both influential in the work of the school. Each governor has a curricular responsibility and makes regular visits to lessons and to talk to the subject leaders and head teacher.
54. The school has established effective and efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Financial control and administration are very good. There are close links between planning and resourcing. Records of financial decisions are accurate and clear. All the minor recommendations in the last audit report have been implemented. Budget checking systems are very effective. The comparatively high carry forward from last year is being targeted on improving the school environment, resources and maintaining the good levels of staffing.
55. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. The school applies the principles of best value well. It analyses its performance using both national and local data and uses this to evaluate the standards that its pupils are achieving and where improvements are needed. Parents are provided with a range of opportunities to voice their opinions. For administrative purposes, the school makes satisfactory use of computers. Many of the administrative records are computerised and are well kept. The school seeks to obtain good value for money when purchasing goods and services.
56. Arrangements for the induction of new staff to the school are very good. The induction mentor supports newly qualified teachers very well. The legal requirements for professional development opportunities and the setting of targets from regular observations are strictly adhered to. Other staff who are new to the school and to a year group are mentored and supported. There are comprehensive guidelines for students on work experience placements in the school and for the school staff involved in the placements. The school has the potential for the training of new teachers. Professional development systems are in place. They have a very good influence on standards of teaching.
57. The level of staffing is very good. Seven new teachers have joined the school in the last two years and they have been effectively integrated into the school. All teaching staff are suitably qualified and experienced to teach the subjects of the National Curriculum and religious education. Teachers in the Foundation Stage have received training in teaching towards the Early Learning Goals. The level of staffing in the nursery and reception classes is good and teaching and non-teaching staff are experienced in meeting the needs of young children. Well-trained and dedicated support staff and are deployed effectively support teachers very effectively. They make a particularly good contribution to the attainment, progress and self-esteem of pupils with SEN and pupils with EAL. Some pupils with EAL also benefit from having classroom support staff who speak their home languages.
58. Accommodation is good. Classroom accommodation is good. It is well maintained by the caretaker and is enhanced by good displays that support and value pupils'

achievement. There are adequate storage facilities in the classrooms and resource areas. The library is spacious and is well stocked. It is used well by individuals and groups. The school is in the process of establishing a computer suite within the library, but it is not yet fully operational. The school has been successful in its bid for money for a room for SEN. This is in the early stages of planning. Other plans are in hand to adapt the building to accommodate a disabled pupil. The nursery accommodation has been significantly improved and is very good.

59. Outside provision is very good. The outdoor area for Reception and Years 1 and 2 provides an attractive and supportive learning environment. Outdoor provision for the nursery is very spacious and well furnished and is used as an outdoor classroom. It is well fenced and includes safe areas for play. Balancing equipment, wheeled toys and a good range of other resources provide appropriate facilities. The small field is an additional resource, which is used well. Resources are good and are used well. The school has satisfactory resources for supporting pupils with EAL.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The school has made good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:

(1) *Raise standards in English by:

- providing pupils with further opportunities to apply their reading and writing skills in other subjects;
- improving the accuracy of pupils' grammar, spelling and punctuation;
- seizing every opportunity to practise the skills learnt in literacy lessons;
- checking carefully the impact of new initiatives on the standards pupils achieve;
- providing further opportunities for pupils to use computer programs to support and enrich their learning.

(see paragraphs: 2,3,4,27,75,76,79,80,82,106,110)

(2) *Raise standards in mathematics by:

- providing pupils with further opportunities to apply their numeracy skills to solving problems;
- ensuring teachers tailor work more closely to individuals' needs;
- extending opportunities for pupils to apply numeracy skills in other subjects;
- providing further opportunities for pupils to use computer programs to support and enrich their learning.

(see paragraphs: 2,3,5,27,84,85,86,87)

(3) *Raise standards in science by:

- providing further opportunities for pupils to record work in their own way;
- ensuring teachers tailor work more closely to individuals' needs;
- providing further opportunities for pupils to use computer programs to support and enrich their learning.

(see paragraphs: 2,3,6,27,90,91,93)

(4) *Improve the organisation and use of time during the school day by:

- reviewing the balance of time allocated to different subjects in particular science, geography and history;
- reorganising the daily timetable to ensure that the time that is available is used more efficiently;
- ensuring that the time available is used to greater effect.

(see paragraphs: 18,19,25,81,87,93)

(5) *Take further measures to improve attendance and punctuality, so that pupils' progress and attainment are no longer undermined. In particular, the school should:

- set specific, measurable, achievable goals and deadlines for improvement in each class;
- establish a new sense of urgency about this issue amongst pupils, staff and parents;
- ensure outside agencies are fully involved with all those families who show unacceptable attendance and punctuality.

(see paragraphs: 13,41,46)

* denotes an issue already highlighted as a priority in the school's development plan
(numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	30	12	0	0	0
Percentage	0	28	52	21	0	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 one percentage point.

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)	35	234
Number of full-time pupils known to be eligible for free school meals	0	73

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	2	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	104

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	7.3

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	49	38	87

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	34	39
	Girls	29	33	32
	Total	63	67	71
Percentage of pupils at NC level 2 or above	School	72 (81)	77 (86)	82 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	39	39
	Girls	31	31	34
	Total	66	70	73
Percentage of pupils at NC level 2 or above	School	76 (81)	80 (90)	84 (95)
	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	7
Black – African heritage	21
Black – other	0
Indian	8
Pakistani	3
Bangladeshi	2
Chinese	5
White	89
Any other minority ethnic group	25

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)	10
Number of pupils per qualified teacher	20.3:1
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	11.5
Total aggregate hours worked per week	242

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35:1
Total number of education support staff	2.5
Total aggregate hours worked per week	53
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	684,989
Total expenditure	642,755
Expenditure per pupil	2,434
Balance brought forward from previous year	47,214
Balance carried forward to next year	89,448

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	7.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	303
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	0	3	1
My child is making good progress in school.	47	37	9	0	7
Behaviour in the school is good.	47	44	3	0	6
My child gets the right amount of work to do at home.	25	46	9	1	19
The teaching is good.	51	37	1	1	9
I am kept well informed about how my child is getting on.	44	41	9	1	4
I would feel comfortable about approaching the school with questions or a problem.	65	29	4	1	0
The school expects my child to work hard and achieve his or her best.	46	31	10	0	13
The school works closely with parents.	49	41	7	1	1
The school is well led and managed.	68	29	1	0	1
The school is helping my child become mature and responsible.	54	40	3	0	3
The school provides an interesting range of activities outside lessons.	28	29	6	16	21

(Rounding means that figures do not necessarily add up to 100 per cent)

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

61. The attainment of children on entry to the nursery is well below expectations for their age. This is seen particularly in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In creative development and physical development, the majority of children are below expectations for their age. There has been a significant increase over the past four years in the number of children entering the nursery with EAL and SEN. They make good progress because of the very good teaching in the nursery and the very good learning that occurs in most lessons. The new curriculum for children in the nursery and reception classes has been introduced and implemented well, because of very good leadership. The staff including nursery nurses and classroom assistants, work well together in planning progressive work and have a consistent approach to teaching and learning. Time is carefully planned, so that children who attend the nursery in the morning, or in the afternoon and children in the reception classes, who attend either full-time or part-time, have equality of access to the curriculum.
62. Attainment continues to improve in the reception classes, as a result of good teaching, which leads to good learning. By the time they leave the reception classes, the majority of children reach the nationally agreed learning goals, or are close to reaching them, except in communication, language and literacy, mathematical development and knowledge and understanding of the world. The significant number of children with SEN and those in the early stages of developing their understanding of the English language, despite making good progress and achieving well because of the very good provision, have difficulty in communicating. All staff have a clear understanding of the needs of young children, and the needs of individual children. They keep very good records of children's progress, which are shared with parents and the teachers of the classes to which the children progress. All children make a very positive start to their education within a challenging learning environment. The quality of teaching has improved since the last inspection.

Personal, social and emotional development

63. Teaching in the foundation stage is good, overall. It is very good in the nursery. The attainment of pupils in personal, social and emotional development is well below expectations for their age on entry to the nursery. They make good progress and achieve well. Children settle well into the routines of the nursery. They enjoy coming to school and the calm, welcoming atmosphere helps them to feel confident and secure. The staff ensure that all children are fully included in the activities provided. They form very good relationships with the children. Children with EAL are helped to interact with English-speaking children. After less than three months in the nursery, all children work together and play co-operatively. They gain the confidence to try out new activities, such as making play dough. Children organise themselves independently, because materials are easily accessible. Morning and afternoon sessions are carefully planned and structured so children are enabled to work well individually and in groups. Everyday routines, such as 'snack time' encourage self-confidence and a sense of belonging. Children gain increasing self-control and begin to understand the difference between right and wrong. They learn to take turns and show consideration towards others. Adults insist children tidy away resources and

this helps them to develop respect for their environment and the property of others. During the inspection, they developed awareness of the needs of others and of change and growth in themselves, as they watched a visiting parent bath her baby.

64. Teaching is good in the reception classes. The attainment of pupils in personal, social and emotional development continues to improve and, for the majority of children, is in line with expectations for their age, by the time that they leave the reception classes. Children are supported well as they transfer to the reception classes. They adapt well to having increased independence and responsibilities. The good level of support that they receive helps them to make good progress and achieve well. They develop concentration and perseverance, as they practice their writing and reading skills. In circle time, they gain confidence in expressing their feelings and learn to respect the contribution of others. Staff use every opportunity to reinforce appropriate behaviour. For example, they ensure that children say 'thank you' for their milk and praise them when they line up sensibly. Class rules are displayed in the classroom and children gain an understanding of right and wrong through relevant stories, such as 'Thomas breaks the rules'.

Communication, language and literacy

65. Teaching in the foundation stage is good, overall. It is very good in the nursery. The attainment of children in communication, language and literacy is well below expectations for their age on entry to the nursery. There are many formal and informal opportunities to develop language skills. When children enter the nursery, many have poor speech or very little understanding of English. Teachers plan practical activities that introduce and consolidate the key skills of language. Children learn to concentrate when listening to stories and sharing books with an adult. All staff are very effective in developing children's listening skills, because they insist on full attention when they are talking and ensure that children listen carefully to each other. They speak clearly, thus providing a good example. The staff listen well to children and extend the conversation so that children become increasingly confident speakers. Children handle books appropriately and learn to turn pages correctly. They talk about the pictures. They learn that print carries meaning and is read from left to right, in English.
66. Teaching is good in the reception classes. The attainment of pupils in communication, language and literacy continues to improve, although it is still below expectations for their age by the time that they leave the reception classes. Children become familiar with a range of traditional rhymes. They begin to blend sounds together to form words and higher-attaining pupils read simple books with repetitive texts. Children benefit from the school's emphasis on the teaching of letter sounds and shapes at the beginning of the literacy lesson, but insufficient attention is paid to the transfer and use of these skills outside the literacy session. Most children can write their names satisfactorily and begin to write simple sentences by the end of their time in the reception classes. Attractive, well-labelled displays promote interest in reading. Teachers and support staff take every opportunity to extend children's vocabulary and encourage them to explain what they are doing. In the literacy lesson, teachers choose books that stimulate children's interest in words, spelling and simple punctuation.

Mathematical development

67. Teaching in the foundation stage is good, overall. It is very good in the nursery. The attainment of children in mathematical development is well below expectations on

entry to the nursery. Children gain confidence in counting as they join in number rhymes and songs. They learn to sort and order items, as they play with a range of carefully selected colourful apparatus. They develop an appropriate vocabulary to describe colour, size and shape. They gradually become familiar with numbers to ten, through practical activities with sorting and ordering objects. Higher and average attaining children learn to subtract one from numbers up to ten. As they play with water and sand, children develop their understanding of the concepts of 'full', 'empty', 'more' and 'less'. With support, lower-attaining children and those with EAL, learn to match objects and to count.

68. Teaching in the reception classes is good. The attainment of pupils in mathematical development continues to improve but, for the majority of children, it is below expectations for their age by the time that they leave the reception classes. Given the children's limitations on entry to the nursery, they make good progress and achieve well. Most children add and subtract one or two from numbers to 10; a few higher attaining children add and subtract numbers to 20 and can count to 100. They are ready to be challenged further in their number work by solving practical problems. Lower attaining pupils, who are not confident in English, cannot as yet count reliably to five. Activities in the reception classes support mathematical development well. The emphasis is on understanding and using numbers in practical contexts, for example, counting how many children are present. Children count objects in the classroom and make patterns, thus consolidating their skills. However, the majority of children are easily confused when asked questions about numbers that do not involve counting in order. They have a restricted number vocabulary and their knowledge of time and shape is limited. Teachers recognise these weaknesses and emphasise mathematical vocabulary well and effectively use classroom resources to help children with their learning. There are displays and books related to number, games, and puzzles, weighing activities and computer programs. Work is generally matched well to children's prior learning and, at the end of each lesson, teachers help children to explain what they have learned.

Knowledge and understanding of the world

69. Teaching in the foundation stage is good, overall, in knowledge and understanding of the world. It is very good in the nursery. The attainment of children in knowledge and understanding of the world is well below expectations for their age on entry to the nursery. They develop early investigative skills as they learn about the layout of the school and people who work in it. Children identify features of the natural world in the school grounds and study new growth. As they play with sand and water, and fly kites on the field, they develop early scientific understanding. Staff provide a good range of opportunities for children to ask questions. The good provision of construction kits and building blocks help children to gain appropriate levels of skill to build, construct and join materials together. They are able to select programs within a program on the computer and demonstrate good mouse control.
70. Teaching in the reception classes is good. The attainment of pupils in knowledge and understanding of the world continues to improve but, for the majority of children, attainment is below expectations for their age by the time that they leave the reception classes, due to the very low attainment on entry to the nursery. Children make good progress and achieve well. Stimulating activities are linked well to the early learning goals and teachers ensure that children gain knowledge, skills and understanding in practical contexts. They explore and investigate the environment and talk about the features that they like and dislike. They learn about people in the community who help them and about safety from a visiting police officer. Children develop a sense of time

and relationships as they talk about themselves and their families. They gain a sense of the past by studying old toys. Respect for different cultures and beliefs is fostered through assemblies and the all-inclusive ethos of the school. Children develop their scientific knowledge through the study of materials. They use computers, with increasing confidence, to support their work and the school has appropriate plans to develop the use of computers further across the curriculum. Children build and construct with an increasingly wide range of objects, selecting appropriate resources and adapting their work, where necessary.

Physical development

71. Teaching in the foundation stage is good, overall. It is very good in the nursery. The attainment of children in physical development is below expectations for their age, on entry to the nursery. In the stimulating, extensive and well resourced outdoor play area, there are opportunities for balancing, running and jumping. Children control wheeled toys effectively and safely and move confidently, with developing co-ordination. They develop their skills in batting and catching balls and controlling hoops well. There are numerous opportunities to develop balancing skills and imaginative play. Children generally follow instructions carefully and use space sensibly. They develop co-ordination, as they handle play dough and are involved in cooking, painting and drawing activities. The school has appropriate plans to add fixed climbing apparatus to the outdoor area, in order to develop children's upper body strength.
72. Teaching in the reception classes is good. The attainment of children in physical development continues to improve and, for the majority of children, attainment is in line with expectations for their age by the time that they leave the reception classes. There are good facilities to support teachers' work in promoting physical development. As a result of good teaching, children make good progress and achieve well. They explore different ways of moving to music in the school hall. Their movement is appropriately controlled. They play happily with older pupils in the playground and also have daily opportunities to use the equipment in the outdoor area. They progressively develop their ability to move with confidence, imagination, control and co-ordination in safety. Most children demonstrate a good awareness of space and others, as they balance, play with balls and guide hoops. In the school hall, they travel around, under, over and through balancing and climbing equipment. When they move to music, they show great enjoyment. The majority of children are beginning to recognise the importance of keeping healthy and the things that contribute to a healthy lifestyle. They recognise changes that happen to their bodies, when they are active. All children handle tools, objects and construction materials safely and with increasing control.

Creative development

73. Teaching in the foundation stage is good, overall. It is very good in the nursery. The attainment of children in creative development is below expectations for their age, on entry to the nursery. Children's creativity is developed within a very supportive learning environment. They explore and experiment with ideas, materials and activities. They develop confidence as they try out new ideas, with the teacher working alongside them, talking to them about their work and introducing appropriate vocabulary. Colour and texture are explored through a range of resources and sensory experiences and children talk about their observations. They experiment with different media to draw themselves and others. Children produce paintings and

contribute to collages, using different textures. Form and shape are explored in two and three dimensions, as they create models, extending their knowledge of joining techniques. Children enjoy listening games, songs, rhymes, clapping games and making instruments. They develop their mathematical knowledge, as they measure ingredients for making cakes. They enjoy role-play in the post office, baby clinic, hospital, café, etc. in support of the current topic.

74. Teaching in the reception classes is good. The attainment of pupils in creative development continues to improve and, for the majority of children, is in line with expectations for their age by the time that they leave the reception classes. Children explore what happens when they mix colours. They understand the terms darker/lighter, thicker/thinner and shade. They contribute to collages and explore printing techniques. They enjoy singing and are developing their ability to sing tunefully, in unison. They explore a range of musical instruments and develop their understanding of pitch as they experiment with high and low sounds. They dramatise the story, 'We're going on a bear hunt' by using claves for the sound of sticks, xylophones to represent stairs, shakers for the swish of the grass and a triangle to represent snow. Social skills and imagination are developed through role-play in the home corner, hospital, shop and jungle environment. Children respond well to what they see and hear.

ENGLISH

75. Standards of attainment for pupils aged seven seen during the inspection are below the average of those found in schools nationally. This reflects the particular nature of the present Year 2 classes and the increasingly high proportion of pupils with SEN within them. This, together with the very high percentage of pupils with EAL, a significant minority at an early stage of language acquisition, makes it very difficult for the school to achieve results that are comparable to the average of those found nationally.
76. In national tests in writing in 2001, the proportion of seven-year-olds, reaching the expected level and above was below the national average and well below the national average in reading. This group of pupils was low attaining upon their entry to the nursery and this fact, together with an influx into the school of further lower-attaining pupils just before the period of the national testing, lowered the results. These results continue a significant downward trend since 1998 in writing and 1999 in reading and are very much lower than those results reported at the time of the previous inspection in May 1997. There has, however, been a significant upward trend of pupils with SEN since this time. When compared to similar schools, the school's performance is better, being average in writing and below average, rather than well below in reading. A better picture is seen when looking at the number of pupils who achieved the higher level (Level 3) in writing where the schools' performance was close to the national average. There is no significant difference in the results of boys compared with girls.
77. Many children start in the reception classes with very limited communication skills. Careful checking of the pupils' attainment from year to year indicate that almost all pupils achieve well and make good progress as they move through the school. The school provides very well and gives very good support to pupils with SEN. Similar good support and provision is made for those pupils with EAL. Through this, both these groups make good progress when measured their against prior attainment.

Speaking and Listening

78. Standards in speaking and listening by the age of seven are satisfactory. Although some pupils have a limited vocabulary, many pupils are sufficiently confident to try and express opinions and feelings. In lessons in which teaching is good or better, the teacher has high expectations of pupils' attention and contribution and pupils of all abilities are skilfully included through questions that are specifically tailored to meet their needs. The schools deliberate policy of using the correct technical language within specific areas of curriculum mean that most are able to use and understand words like 'phoneme', within the context of literacy, or duration when used to describe the length of the sound of a note in music.

Reading

79. Only the higher achieving pupils reach satisfactory standards in reading. For the remainder, standards are too low. In its determination to raise standards in reading, the school has put in place a structured programme to help pupils learn letter sounds. Whilst the positive effects of this is seen in lessons and pupils were seen to enjoy practising these skills, they were not seen to use these strategies when inspectors heard them read. The higher-attaining pupils read well, fluently, with expression and interest and talk with understanding about the plot. Lower-attaining pupils recognise most common words, including the names of the characters in their reading books. They use picture clues to help them understand the story and recognise letters by shape and sound but do not use sufficient strategies to help them read words of which they are unsure. They are not able to transfer sufficiently the skills they have been taught to the actual process of reading. Good reading records are kept and children's reading diaries show that teachers hear them read regularly and that many parents support their child's reading at home.

Writing

80. Only a minority of pupils achieve satisfactory standards in writing but the proportion is growing. Of these an increasing number are able to reach the higher level. Effort has been put into forging links with other subjects to support writing. Pupils in Year 2 are beginning to appreciate the structure of narrative writing by putting pictures in order to tell a story. A history lesson on Guy Fawkes was used well to practice this skill but overall the school provides insufficient opportunities for pupils to practise literacy skills across the wider curriculum. Observations of pupils' work indicate that they are starting to develop their ideas in sentences. They are aware of capital letters and full stops although many do not use them reliably. Pupils are encouraged to plan their stories and the stories of higher attaining pupils' work shows a recognisable beginning, middle and end. They write for a variety of purposes, including the retelling of the story of Anne Frank or write descriptively about the life cycle of a sunflower. Skills in handwriting and spelling are taught well but many pupils find it difficult to transfer these skills when working outside the actual lesson in which the skills are taught.
81. Teaching and learning are good. This ensures an overall standard of good attitudes to learning and good behaviour by the majority. All teachers are planning well. They teach the basic skills and follow the guidance of the National Literacy Strategy well. Throughout the school support staff and resources are used well to ensure that all abilities of pupils are able to work at the task given them. When teaching is very good, the teacher uses her good knowledge and understanding of the subject and her understanding of how children learn to plan interesting experiences to fully involve all pupils. Shared text is used well to provide opportunities for speaking and listening and to extend pupils learning in grammar and vocabulary. In these lessons, teachers'

expectations are high, lessons are well organised and pupils' behaviour is very well managed. When teaching is less than good, the teacher does not have sufficient strategies to manage the behaviour of the very small minority of pupils with behavioural difficulty. This situation is often aggravated by a common tendency in the school for literacy lessons to be too long, making it difficult for lower-attaining pupils to sustain their concentration and good behaviour.

82. There are good systems to assess the pupils' attainment and track progress as they move through the school. Marking is usually evaluative and verbal comments are passed on to pupils. Pupils use computer programs to help them improve their spelling but there have been limited opportunities for pupils to draft and revise their work using computers up to now.
83. The subject leader is newly in post but she has a very clear view of the school's performance and monitors standards through evaluation of literacy planning and sampling pupils' work. She is introducing new strategies to raise standards, an example being a new programme of work that focuses on learning to read through recognising letter sounds.

MATHEMATICS

84. Standards of attainment for pupils aged seven seen during the inspection are below the average of those found in schools nationally. This represents a fall since the last inspection where the standards were found to be average. The nature of the intake has changed significantly over the past four years. The school now has a much higher proportion of pupils who are below average attainment or are at the early stages of learning English. Both boys and girls, including those with SEN and those with EAL make good progress and achieve well when the standards on entry are taken into consideration.
85. The attainment of the oldest pupils in the 2001 national tests was well below the national average. Taken over time the school's results have for the past four years been around the national averages with a dip in the last two years. Last year's Year 2 contained a significant number of SEN pupils, who had been identified whilst in the nursery. During the year there had been an intake of pupils who were new to the school and who were well below average. In 2001 the number of pupils attaining at the higher level (Level 3) rose by nine per cent, thereby achieving a school target of raising the attainment of higher-attaining pupils.
86. By the age of seven, most pupils count and put in order numbers to 20 and beyond. They add numbers up to 10, and distinguish between odd and even numbers. Most pupils count accurately in 2s, 5s, and 10s to 100 but lower-attaining pupils do not have a clear understanding of the value of different numbers. Pupils identify coins and calculate simple money sums to 20p, but lower-attaining pupils find this difficult. They have a satisfactory understanding of the properties of flat and solid shapes, using terms such as 'sides' and 'faces'. Most pupils use standard units when measuring and can measure small lengths in centimetres. However, in the lessons observed only higher-attaining pupils used a ruler correctly and accurately or were able to estimate length.
87. The quality of teaching and learning are good. No unsatisfactory teaching was seen. This represents an improvement on the previous inspection when teaching was generally good. Where teaching is good or better, the mental sessions are lively, have good pace and all pupils participate fully with full knowledge of their learning. The

teachers have a clear idea of what they expect the pupils to achieve and set realistic, achievable and challenging targets. In a very good lesson in a Year 1 class, for example the teacher ensured good pace to the lesson by setting time targets and then moved around each group and encouraged the pupils to concentrate hard and to try their best. As the lesson progressed she effectively assessed the pupils' progress and reinforced the learning objectives. In response the pupils behaved well, showed positive attitudes to their work and made very good progress in their learning. In other lessons, however the introduction was too long and lacked pace and as a result pupils lost concentration and interest. The teachers usually provide challenging tasks for pupils of all attainment levels so that all the pupils, especially the more able, make good progress. The wide range of different needs of pupils means that the strategies are not always successful. As a result lower-attaining pupils and pupils who are at an early stage of English require a significant amount of support to complete the tasks. All teachers use the appropriate mathematical language and constantly encourage the pupils to use the correct terms. Teachers make very good use of well-briefed, sensitive and caring classroom assistants who support the pupils well.

88. The National Numeracy Strategy has been well implemented and all staff have received effective training. Numeracy lessons are well structured and give the pupils opportunities to develop their mental skills and to reflect on what they have learned. Pupils use computers to help support their skills in adding and to display data and create graphs. The use of computers to support the subject is generally in its early stages and should be enhanced when the proposed computer suite is installed. There is a good range of modern resources that are used well.
89. The subject is well led and managed. The curriculum leader has developed an extensive system of checking pupils' progress and analysing where the strengths and weaknesses in their knowledge and understanding lie. The subject leader and the headteacher have carefully checked the effectiveness of teaching and the standards being achieved and this has led to an improvement in the quality of teaching and has also provided the school with a clear view of where it needs to improve.

SCIENCE

90. Standards of attainment for pupils aged seven seen during the inspection are below the average of those found in schools nationally. This represents a fall in standards since the previous inspection, reflecting the significant rise in the number of pupils with SEN and those who are at early stage of speaking English. Nevertheless, pupils are well supported in their learning and achieve well when their prior attainment is taken into account. Teachers' own assessments of pupils' achievements in 2001 indicate standards that were well below the national average for those pupils achieving the expected level. Standards are set to rise this year.
91. By the age of seven, pupils identify sources of light; some being natural and others man made. They recognise that light can pass through some materials but not others. They identify different parts of a plant and can put the life cycle of a plant or an animal in the right order. Pupils describe materials by their properties and record their findings on charts. In a lesson in a Year 2 class, the pupils showed that they knew some uses of electricity and could distinguish between the appliances that used batteries and those that require mains electricity. During the lesson, pupils constructed electrical circuits using a battery, bulb and wires and recorded their work on a labelled diagram. Higher attaining pupils successfully added a switch into the circuit so that they could turn the bulb on and off.

92. The quality of teaching and learning is good. This is an improvement since the last inspection when they were satisfactory and sometimes good. Most lessons are well planned with appropriate provision of work for pupils of all attainment levels. At the beginning of lessons teachers share the learning objectives so pupils understand what they are expected to achieve. Teachers have good subject knowledge, and emphasise the importance of subject specific vocabulary. In a good lesson in Year 2, for example the teacher ensured that the lesson built upon pupils' previous knowledge and understanding. The teacher effectively used pupils to demonstrate to the class how a circuit works and at the same time assessed their understanding. During the lesson the teacher intervened effectively, asking searching questions to challenge pupils' thinking. The lesson was very well managed and organised, routines and high expectations were well established and as a result all pupils showed high levels of interest and application. The relationships between the pupils and teachers and amongst the pupils themselves are very good. The pupils display positive attitudes to their work and want to do well. Classroom assistants support pupils well, using initiative and questioning effectively to clarify the understanding of lower-attaining pupils and pupils with EAL. Teachers evaluate their lessons well and use this to inform their future planning.
93. Minor weaknesses that occur in lessons that are nevertheless satisfactory or better sometimes relate to weaknesses in class organisation and management and inefficient use of time. These weaknesses occur particularly when teachers organise non-related activities to run alongside the science work, which detracts from rather than enhances the pupils' learning. On these occasions, although the teachers usually take prompt action to correct pupils who do not listen or act responsibly, the class routines and high expectations are not sufficiently well established to make this unnecessary. In other lessons the introduction is a little too long and as a result time is not used well and pupils begin to lose concentration. Sometimes, worksheets chosen for pupils to record their work cause confusion rather than enhance their learning.
94. There is satisfactory curriculum guidance in place, which supports the progressive development of pupils' skills, knowledge and understanding. There is often a good balance between work that is teacher generated and that which requires pupils to record their own findings. However, from close examination of pupils' previous work it is evident that there is sometimes too much dependence on the use of worksheets with insufficient opportunities for pupils to record their own work. In addition, the work provided is not always sufficiently tailored to meet the needs of all pupils, particularly the lower-attainers. Teachers assess and record pupils' progress well and use this information to guide the next stage of learning. There is satisfactory provision for pupils to apply their literacy and numeracy skills, although there is room for improvement in both these areas. Computer programs are used to support pupils' learning, for example in helping them to understand the life cycle of plants and creatures, but again there is room for further development. Visits from theatre groups enrich the experiences of the pupils and promote interest in the subject. The subject is well led and managed by a knowledgeable and well-informed subject leader who has undertaken work sampling and has a clear view for the development of the subject. The school has identified that this subject is the next key area of focus alongside information and communication technology.

ART AND DESIGN

95. The standards attained by seven-year-olds are above the standards expected of pupils of this age. This reflects the importance that the school places on good standards in art and display. By the age of seven, pupils use a variety of materials

and processes to communicate what they see, think and feel. Pupils in a Year 2 class for example, concentrated on line, tone and texture as they closely observed and reproduced the pattern on a willow patterned plate, in conjunction with their study of the story of the willow pattern. They develop their skills in the production and printing of a symmetrical pattern in the style of William Morris. Pupils used more than one colour, as they printed an irregular shape and rotated it through the points of the compass to produce a pattern, making links with recent work in geography and mathematics. They study the work of the great artists and emulate the seasonal prints of Klimt and the camouflage techniques of Rousseau. African artefacts, such as masks and models are made and pupils build up three-dimensional pictures in conjunction with their studies of transport. Higher-attaining pupils demonstrate care and imagination in their work. Pupils with SEN, those with EAL and pupils who show less ability than others in art are given additional support. As a result, pupils make good progress and achieve well.

96. This represents an improvement since the last inspection when standards of attainment were satisfactory in lessons. The high standard of display has been maintained. Good standards in art are due to the high expectations of staff, with regard to effort, accuracy and presentation, on behalf of themselves and pupils, the level of support given to pupils and the value that is placed on pupils' efforts. Pupils are inspired to put creative effort into their work. They appreciate the work of others.
97. The quality of teaching and learning is good. It was good in one of the lessons observed, and very good in two lessons. Good or very good teaching is characterised by an emphasis on skills, attention to detail, and the skilful use of open-ended questions to promote observational skills. Teachers' subject knowledge about a range of techniques and the great artists is good. Imaginative techniques, using a range of pencil crayons, challenge pupils' ability to reproduce the missing part of a photograph. Lesson time is used effectively to ensure that pupils explore and develop ideas and evaluate and complete their work. Originality and creativity are encouraged and this motivates pupils to apply themselves to the task in hand. They are keen to learn, take pride in their work and maintain concentration. Very good support by learning support assistants is an important element in ensuring the good progress of all pupils. Pupils' good attitudes and behaviour and very good relationships promote good learning. Where teaching is less good, pupils are not encouraged to evaluate and improve their work.
98. Subject leadership is good. There is a policy and comprehensive programme for the teaching of this subject. The quality and range of learning opportunities is good. An artist in residence helped pupils to create a mural and a visiting sculptor taught pupils to make wooden sculptures for the outdoor area. During the annual art week, parents acted as still-life models. Regular family projects encourage parents and children to work together to create posters and masks, for example. The subject leader carefully checks the quality of teaching and learning and the standards achieved by pupils. This is instrumental in promoting high standards. A comprehensive assessment of the progress of individual pupils takes place twice a term. Good quality resources are used well and displays are of a high standard. There are plans to develop the use of computers to support and enrich pupils' learning in this subject.

DESIGN AND TECHNOLOGY

99. The standards attained by seven-year-olds match the standards attained by pupils of a similar age nationally. Pupils, including those with SEN and EAL achieve well during their time in school. Standards of attainment have improved since the last inspection.

100. By the age of seven, pupils undertake a good range of activities to promote their design and making skills. Pupils often produce labelled diagrams showing how they intend to make for example, a room for a particular person or 'Joseph's Coat of Many Colours'. In the design brief the pupils identified who the room was for and what materials they would need to make furniture and decorate it. The pupils learn how to make different types of fold to create hinges and use these when making windows and doors in their houses. When making 'Joseph', the pupils in Year 2 created a template from paper and then made the artefact from fabric. They made patterns by using fabric crayons and then glued, stapled and stitched the pieces together, ensuring that the coat could be opened. Good use was made of an art computer program to help the pupils design their coats.
101. The quality of teaching and learning is good. This is a significant improvement since the previous inspection. Teachers effectively link pupils' past experiences to the current learning. They use the pupils' contributions well to help them make these connections. Teachers highlight the importance of skill development. For example, the teacher in a Year 1 class emphasised how pupils' designs would be a key reference point when making their models. Teachers set high expectations and through clear explanations and demonstrations provide opportunities for all pupils to make good progress. A good example of this was seen in a Year 2 class where the teacher provided very clear step by step instructions on the process of making 'Joseph' puppets, and specifically how pupils should thread their needles and make the stitches. In response the pupils listened attentively and concentrated well. Teachers provide the pupils with constructive, sensitive support that promotes self-confidence. At the end of lessons teachers take the opportunity to reinforce the learning objectives and point to the next stage of the pupils' learning. In these lessons pupils co-operated well, sharing resources and supporting each other's learning.
102. The planned programme for the teaching of this subject is satisfactory. Some elements of the curriculum are new and the school is aware of the need to assess how well they have worked. Since the previous inspection the school has been successful in developing the curriculum and improving the quality of teaching and resources. There is a new subject leader in post who is knowledgeable and enthusiastic and has a clear view for the development of the subject.

GEOGRAPHY

103. The standards attained by seven-year-olds match the standards attained by pupils of a similar age nationally. The school has maintained the standards recorded at the time of the last inspection. Pupils, including those with SEN and those with EAL make good progress and achieve well.
104. In Year 1 the pupils are studying first hand the local environment by going out of school and looking at the local roads and homes. Good use is made of photographs and maps. Previous work on the environments in the school and maps of routes is of a satisfactory standard. Year 2 pupils make good use of a variety of maps both local and of other parts of Britain and the world when studying islands and their transport, settlements and facilities. Studies of villages in India, hot and cold countries and environmental work are of a satisfactory standard. Very good use is made in the lessons of the well-briefed classroom assistants who have a good effect on the pupils' learning.

105. The teaching and learning in the one lesson observed in a Year 2 class, was good. At the beginning of the lesson the teacher quickly gained the pupils' attention and involved them in their learning. The teacher questioned the pupils effectively, building well on their responses, challenging their thinking and taking their learning forward. The teacher made good use of the pupils' own experience of the weather and its effects on everyday life. The teacher set high expectations and in response the pupils were enthusiastic and settled well to their work. Throughout the lesson the teacher managed the pupils well achieving a high standard of discipline. The lesson was well planned and organised and taught with considerable enthusiasm and as a result pupils made good gains in their learning.
106. There is a clear planned programme of work for the teaching of this subject, which is an improvement on the last inspection. Teachers' planning indicates that good use is made of local resources and visits. The annual environment week makes a significant input into the pupils' geographical knowledge and understanding. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development by extending their knowledge of the world and its peoples. Computer programs are used well in some lessons, for example on helping to develop pupils' understanding about weather symbols, but there is room for further development. There are insufficient opportunities for pupils to have experience of simple research and to write at greater length. There is a satisfactory range of resources in the school and they are used well. The subject is well led by a keen and enthusiastic curriculum leader.

HISTORY

107. The standards attained by seven-year-olds match the standards attained by pupils of a similar age nationally. The school has maintained the standards recorded at the last inspection. Pupils, including those with SEN and those with EAL make good progress and achieve well.
108. By the age of seven, pupils have developed a satisfactory knowledge and understanding of the lives of people in the past and a sense of time. For example they look at clothes worn and toys used from the past; use photographs from the past; visit places of local historical importance; look at houses, churches holidays and household objects from long ago. They compare seaside holidays of today with those of years ago, identifying similarities and differences. They know about important events, for example, Remembrance Day and The Great Fire of London and the work and lives of famous people, for example Florence Nightingale.
109. The quality of teaching and learning is good. This represents an improvement on the previous inspection when it was sound and sometimes good. Where it is very good the lessons are very well planned and prepared. Pupils are provided with very good opportunities to handle objects from the past. In a very good lesson in a Year 2 class, for example, the pupils handled artefacts of the Second World War and compared the lives of people then and now. The teacher displayed very good subject knowledge as she effectively promoted a sense of what it must have been like to live in those times and conditions. Through this work the pupils made very good progress in their learning and developed an insight into the past. The teacher managed and supported the pupils well and as a result the pupils were well behaved and confident to answer the questions they were asked. In a very good lesson in a Year 1 class, the teacher effectively used a storybook to promote the pupils' thinking about household objects that were used in the past with those used today. The teacher managed the pupils very well and ensured that they were all listening carefully. The pupils were provided

with a good range of artefacts to encourage their curiosity and make them think about the differences between then and now. In both lessons pupils made very good progress in their learning.

110. The subject makes a good contribution to the pupils' social and cultural development by extending their knowledge of Britain in the past. Good use is made of trips to places where the pupils can handle and see historical objects so get a more immediate feel for the past. However, there are currently insufficient opportunities for the pupils to carry out simple research or to write at greater length. The time allocated to this subject is below the national average. The school has a good planned programme of work for the teaching of this subject. This represents a good improvement since the last inspection when there was no scheme of work. A system of recording pupils' progress is in its early stages and now needs to be refined and fully implemented. The level of resources is satisfactory and they are well used. The subject is well led by an experienced and keen co-ordinator.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. The standards attained by seven-year-olds match the standards attained by pupils of a similar age nationally. Standards have risen since the last inspection when they were judged to be variable, with pupils achieving average standards in word processing but with weaknesses in other areas, for example control. Pupils, including those with SEN and those with EAL make good progress and achieve well. A significant factor in this improvement has been the commitment to staff development, which has had a positive effect on the quality of teaching and learning. The school is currently developing a computer suite, with the potential to raise standards even higher.
112. By the age of seven, pupils have developed satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They load, save and print using a range of programs. They use subject specific vocabulary, such as 'mouse' and 'keyboard'. When word processing, for example writing a story, pupils use capital letters, the delete key, full stops and the space bar correctly and import pictures and decorative borders to illustrate their work. In lessons, pupils know the function of different icons on an art program, for example, and use these efficiently to create the desired effect. They understand the principle of click and drag and use this to good effect when creating patterns and pictures. They enter information on to a database and represent it using pictograms.
113. The quality of teaching and learning is good. This constitutes an improvement since the last inspection. Teachers have worked very hard to improve their knowledge of different computer programs with more training planned for the future. In the very best lessons the teachers effectively gained the interest of pupils, for example, by using prints of famous painters, and then effectively linked the work they are to do with the work they have done before. In a lesson a Year 2 class, for example, the class teacher frequently referred to the work that pupils had undertaken using an art program as she sought to build on the next stage in their learning. In the same lesson the encouraging and supportive approach by the teacher effectively developed pupils' self-esteem and confidence. Teachers often use pupils effectively to illustrate teaching points and to assess their understanding. The step-by-step approach taken by teachers with clear explanations and demonstrations enables pupils to learn well and make good progress. Teachers manage and organise lessons well and keep records to make sure that all pupils have equality of access. Pupils enjoy using

computers. They work with interest and enthusiasm, take turns and support one another in their learning. In a Year 2 class, for example, pupils took turns entering commands into a floor robot and helped one another when it would not work as they had planned. As a result of this mutual support the pupils were successful in making the robot move forwards and turn.

114. There is a satisfactory curriculum that underpins the development of pupils' skills, knowledge and understanding. There are examples where computers are used well to support and enrich pupils' learning in different subjects, for example, art and design but these are limited by the number of computers that are in operation in the classrooms. The school has recognised the need to improve this area of its work and plans are well in hand to develop a computer suite, which should give pupils greater access to the curriculum and provide more intensive time for the teaching of this subject. Computer programs are also used effectively during literacy and numeracy lessons to help pupils improve their spelling and number skills. The subject is well led and managed by a knowledgeable subject leader who has a clear view for its development.

MUSIC

115. The standards attained by seven-year-olds match the standards attained by pupils of a similar age nationally with singing as the strength of the music curriculum. These judgements very much reflect the findings of the last inspection. Pupils, including those with SEN and those with EAL, make good progress and achieve well.
116. By the age of seven pupils learn to sing enthusiastically and tunefully. They have learnt and can sing from memory several songs and the occasion of collective worship is enhanced by the contribution of music. They begin to investigate the sounds they hear in music and identify long and short sounds but the terms high and low, when applied to music, cause some confusion in all but the higher achieving pupils. They understand such specialist terminology as the word duration when applied to musical sounds. They are encouraged to listen carefully and they strike percussion instruments in turn, making sure they listen to the duration of the note. All pupils, including those with SEN, learn satisfactorily and often well. Pupils, for whom English is an additional language, are well included and they are able to access new vocabulary, which may also be new to their peers. The speaking and listening elements of literacy is well served by the music curriculum.
117. The quality of teaching and learning is good. Teachers have improved their subject knowledge and this enables them to plan activities to interest their pupils. When lessons are less successful, it is because it does not involve the pupils sufficiently in the activities and there is not enough for them to do. Lessons are managed well and pupils respond to this with good behaviour, although sometimes over enthusiasm makes it difficult for some pupils to wait their turn to play their instrument. Lesson plans show clear development of skills and a Year 1 class showed the teacher promoting the pupils' knowledge of different instruments and appreciation of music, Bolero by Ravel. A whole school singing lesson was well taken by the subject leader. Her good subject knowledge is used well to help pupils respond to challenge and improve their performance. This session provided a very good opportunity to make a judgement on the enjoyment, high participation and progress being made across the whole school.
118. The subject is well managed by an experienced, well-qualified and confident musician. She supports her less confident colleagues well. Music has been

successfully promoted in school through a very successful music week that included outside agencies and parent participation. At present there are no extra-curricular activities but a choir, meeting at lunch times, is to start after Christmas. The subject manager correctly identifies the need to create more opportunities for pupils to play musical instruments and to provide pupils with the skills needed for them to be able to make simple compositions. A visit of the Japanese Drum Company gave pupils the opportunity to appreciate and enjoy music from other cultures.

PHYSICAL EDUCATION

119. The standards attained by seven-year-olds match the standards attained by pupils of a similar age nationally. The school has maintained the standards recorded at the last inspection. Pupils, including those with SEN and those with EAL make good progress and achieve well.
120. Pupils show awareness of space and how to use it effectively. They are very clear about how their teacher expects them to behave and listen well and react quickly to their teachers' instructions and expectations. They show they can perform simple skills with safety and begin to successfully link a series of actions or movements with a clear start and middle, although the ending of the sequence sometimes lacks control. Good indication of pupils' achievement comes through the practice and improvement to performance they make within the course of the lesson. They understand the effect that exercise has on their bodies and appreciate the need for warming up and cooling down procedures.
121. The quality of teaching and learning is good and this ensures that all pupils, including those with special education needs make good progress. Those pupils with EAL access the curriculum well and their progress is equal to that of their peers. They achieve this through the very clear instructions given by teachers and, when needed, by following of the example of the other children. Lessons are well planned and include rigorous warm up, effective skill development and opportunities for pupils to provide critical analysis of their own and others performance. All pupils are managed very well and behaviour is good. They are expected to help and act responsibly with the setting out of equipment. They have been very well trained and they do this superbly well.
122. Since the previous inspection, the school has maintained its standards but indications are that pupils are making better progress, building well and extending their skills. The subject leader is very new and enthusiastic and has already identified that dance is the area for development in the curriculum for physical education.

RELIGIOUS EDUCATION

123. The standards attained by seven-year-olds are above the expectations of the locally agreed syllabus. This reflects the fact that religious education is an integral part of the life of the school. It reflects the school's all-inclusive policy and its aims and values. Pupils are aware that the religious traditions in the United Kingdom are mainly Christian. They have a good knowledge of the importance of Christmas and Easter in the lives of Christians and a developing knowledge of the Old Testament and Judaism. Pupils come from a very wide range of ethnic and cultural backgrounds and their knowledge of the main religions represented in the school, Hinduism, Sikhism and Islam is good. They are encouraged to engage in enquiry and evaluation as they

study the beliefs, sacred books, festivals and special people of each religion. More able pupils are eager to share their thoughts and ideas and explain how symbolism varies between the represented faiths. For example, they relate the significance of light to the stories related to each festival. Less able pupils identify sacred books, places of worship and artefacts. Work takes account of different levels of literacy and degrees of maturity, with the result that all pupils, including pupils with SEN and those with EAL, make good progress and achieve well.

124. This maintains the position at the last inspection when standards of attainment were good and pupils showed understanding of different faiths. Progress for all pupils was good. The reason for the maintenance of good standards, despite a significant increase in the number of pupils with SEN and EAL, is that through celebrations of festivals such as Christmas and Diwali, pupils increase their knowledge and understanding of the cultural and religious diversity that enriches the school, whilst affirming their own.
125. The quality of teaching and learning is good. Good teaching is characterised by detailed planning which sets clear objectives that are understood by pupils. As a result, they are interested and motivated and apply intellectual and creative effort to their work, as they write about Sukkot and Eid, or make Diwali books, Mehndi patterns and diva lamps. Teachers show good subject knowledge and understanding and promote an understanding of and empathy with the beliefs and values of others. Pupils are encouraged to share their religious experiences with others and to give explanations of related elements in their own experience. For example, a pupil in Year 2 spoke about her experience of fasting for a short period each day, during Ramadan. One pupil spoke spontaneously to a child from Afghanistan about the difficulties in her country. Good class management and very good relationships lead to good behaviour and promote good learning. Pupils with SEN achieve well, with good support. A group of pupils in Year 2 made particularly good progress in their understanding of the important events in their lives with the support of a specialist language teacher. Where teaching is less good, planning is brief and few opportunities are given for differentiated written work, by which pupils can consolidate and extend their understanding at their own level.
126. Subject leadership is good. The recently revised policy and syllabus correspond to the locally agreed syllabus. The headteacher and the subject leader regularly check the effectiveness of teaching and the standards being achieved. The priorities for development are appropriate. For example, new procedures for checking pupils' progress over time have been drawn up. It is planned to develop the use of computers and to provide further opportunities for pupils to express themselves in writing. Resources are of good quality and are used well to promote learning.