

# **INSPECTION REPORT**

## **NEWPORT INFANT SCHOOL**

Leyton

LEA area: Waltham Forest

Unique reference number: 103048

Headteacher: Mrs A Knight

Reporting inspector: Mr M Whitaker

Dates of inspection: 6 – 10 November 2000

Inspection number: 224130

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Nursery

School category: Community

Age range of pupils: 3 to 7 Years

Gender of pupils: Mixed

School address: Newport Road  
Leyton  
London

Postcode: E10 6PJ

Telephone number: 020 8556 4552

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Appropriate authority: Governing Body

Name of chair of governors: Mr J Howard

Date of previous inspection: 8 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M H Whitaker – 1424	Registered inspector	Physical Education Religious Education	How well are pupils taught? How well is the school led and managed?
J Reid – 9563	Lay inspector		The school's results and pupils' achievements Pupils' attitudes, values and personal development How well does the school care for its pupils?
C Gordon-Smith – 18598	Team inspector	Information and communication technology Design and technology Foundation Stage	
J Cooper – 22480	Team inspector	Science Art Music Equal opportunities	
I Stainton-James – 27061	Team inspector	English Geography History English as an additional language	Curricular and other opportunities offered to pupils

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Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Newport Infant School is an infant and nursery school for boys and girls aged between three and seven years, situated in Leyton in the London Borough of Waltham Forest. At the time of the inspection 238 pupils were attending the infant school with a further 80 children attending the nursery on a part-time basis. The school serves an area where the percentage of pupils eligible for free school meals is high, fluctuating between 30 and 40 per cent depending on the time of year. A large number of pupils move in and out of the area during their course of Key Stage 1 with only about 66 per cent remaining in school throughout the period. A higher than average number of pupils have special educational needs and a very high percentage are from a wide range of ethnic backgrounds. In addition there is a high number of refugee families.

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

The school is an effective school. Although standards are well below national levels in reading and writing at the end of Key Stage 1 they are average in mathematics. When compared with similar schools they are well above average in mathematics and average in reading. Children in the nursery and reception classes achieve well and make good progress. The quality of teaching is very good in this phase and good in Key Stage 1. Pupils for whom English is an additional language, those with special educational needs and those from refugee families achieve well and make very good progress because of the quality of support they receive. The quality of leadership and management is very good. Costs are above average but given the standards achieved, the quality of leadership and management the school provides good value for money.

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

- Provides a very good curriculum in the Foundation Stage and a good curriculum in Key Stage 1.
- The teaching is very good in the Foundation Stage.
- The headteacher and key staff provide very good leadership and management ensuring a clear direction for the school shared by all.
- Makes excellent provision for pupils with special educational needs and for those for whom English is an additional language with all pupils having equal access to the curriculum.
- Has very effective links with parents, providing them with very good quality information enabling them to support learning at home.
- Has very good procedures for monitoring and promoting good behaviour and attitudes to school. It makes very good provision for the social and cultural development of pupils.
- Very good relationships exist within the school and with the local Junior School.

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

- Standards in English, particularly reading and writing, when compared with national levels.
- The range of activities provided for pupils outside of school time.
- The role of curriculum co-ordinators should be further developed to include a more systematic approach to checking the impact of the quality of teaching on pupils' learning.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

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

The school has made good improvements since it was last inspected in October 1996. Although standards in reading and writing have remained well below national levels improvements have been made. When compared with similar schools standards in reading are average. Writing remains below average but the percentage of pupils reaching the higher levels is better than that in similar schools. The curriculum in the reception classes is now very good and matches that in the nursery. Pupils are now more involved in their own assessment and in setting targets. Assessment is more effectively used in planning. Developments have taken place in monitoring levels of attendance and punctuality and as a result both have improved. The structure of the school day has been changed but there is still a need to monitor the effective use of time, particularly in some of the long numeracy lessons. Legal requirements in respect of collective worship are now met. In addition to these developments the national literacy and numeracy strategies have been introduced successfully.



## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	D	E	E	C
Writing	D	E	E	D
Mathematics	D	E	C	A

**Key**

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

Standards in national tests improved considerably in 2000 in mathematics and brought the school from well-below national levels to average compared with all schools. When compared with similar schools standards were well above average. In English standards in writing and reading have remained well below average compared with all schools but when compared with similar schools standards in reading were average and in writing below average. The percentage of pupils attaining nationally expected levels has increased in all areas however and even in writing the percentage of pupils attaining at the higher levels is better than in similar schools. Similar schools are considered to be those with similar eligibility for free school meals. However, other factors affecting this school such as the high number of pupils who join the school part-way through the key stage, the high proportion of pupils for whom English is an additional language (EAL) and the high number of pupils with special education needs (SEN) mean that achievement is at least satisfactory and very commendable in mathematics. Pupils with English as an additional language and special educational needs make very good progress and achieve well. Standards attained in all other subjects of the curriculum including science are broadly similar to those expected nationally for pupils of the same age. Children in the Foundation Stage of education in the nursery and reception years attain good levels in all areas of learning, making good progress.

Trends in standards over the last four years have fluctuated because of the high level of pupils coming in and out of the school, but have broadly followed the national trend.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have positive attitudes. They are particularly good in the foundation stage.
Behaviour, in and out of classrooms	Good. In the Foundation Stage behaviour is very good. It is generally good in Key Stage 1 although a small number of pupils in Year 2 have difficulty sustaining concentration. They can be disruptive but they are managed well in most lessons with limited effects on the behaviour of others.
Personal development and relationships	Relationships throughout the school are very good. Personal development is good. Opportunities for pupils to show initiative and take responsibilities are satisfactory.
Attendance	Satisfactory. Levels of attendance have improved as a result of the very good procedures for monitoring and promoting attendance.

Children develop very good attitudes to learning in nursery and reception classes. They continue to develop these during Key Stage 1. They enjoy coming to school and participate well in lessons. The school has worked hard to improve levels of attendance.

### TEACHING AND LEARNING

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

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

The quality of teaching is very good in the Foundation Stage and good throughout Key Stage 1. During the inspection nearly 7.5 per cent of teaching was excellent, 24 per cent was very good, over 33 per cent was good and nearly 28 per cent was satisfactory. Seven and a half per cent was less than satisfactory. The school very effectively meets the needs of pupils for whom English is an additional language and those with special educational needs through very good planning and well targeted levels of support. Throughout the school and for all pupils resources and non-teaching staff are very effectively used. Literacy and numeracy strategies have been effectively introduced. The teachers' knowledge of the curriculum and the needs of individual pupils are a particular strength in the teaching. The use of assessment is excellent in the Foundation Stage but although satisfactory could be more effectively used in Key Stage 1.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the Foundation Stage and good in Key Stage 1 where it is improved by a wide range of curriculum enrichment activities. Provision for additional activities outside school time is unsatisfactory.
Provision for pupils with Special education needs	Excellent. Great care is taken to ensure that provision is well-matched to the assessed needs of pupils. Targets are carefully identified and support provided so that very good progress is made.
Provision for pupils with English as an additional language	Excellent. Support is well matched to the diverse range of pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and cultural development is very good. It is good for moral and spiritual development.
How well the school cares for its pupils	Good. Procedures for monitoring and promoting good behaviour are very good. Child protection procedures and monitoring and assessing pupils' personal and academic progress are good.

The school works very effectively with parents, providing them with very good information enabling them to support learning at home. Provision for special education needs and English as an additional language is excellent, enabling pupils to make very good progress. A very good curriculum is provided in the Nursery and Reception classes.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy head and other key staff have established very good systems for managing the school. The role of co-ordinators is developing but does not yet involve a systematic approach to monitoring teaching.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well through their committees and system of link governors.
The school's evaluation of its performance	The school evaluates its performance well. The analysis is carefully used to identify priorities for development. Most is undertaken by the senior staff and not yet devolved to co-ordinators.
The strategic use of resources	Very good. Careful consideration is given to the use of the wide range of staff and resources to ensure the maximum benefit for pupils.

Staffing, accommodation and resource levels are all good. Leadership and management are very good within the senior management team and governing body. They have not yet been devolved fully to co-ordinators. Financial control and monitoring are very effective and principles of best value are applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are pleased their children like school.</li> <li>• They are pleased with progress and behaviour.</li> <li>• They feel teaching and leadership and management are good.</li> <li>• They feel the school is approachable and helps their children to become more mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside school time.</li> <li>• Homework.</li> </ul>

The inspection team agrees with the very positive views of the parents. It also agrees that a wider range of activities could be provided outside school time.

## **PART B: COMMENTARY**

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

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

1. Results in the national tests in 2000 showed that the percentage of pupils achieving national expectations in reading and writing was well below national levels. The percentage achieving these levels was broadly the same as that in similar schools in reading but below average in writing. In mathematics, however, the percentage achieving national levels was average compared to all schools and well above average compared with similar schools. This represents a significant improvement in mathematics. The school's results in national tests have broadly followed the national trend in recent years. For the purposes of comparison, similar schools are those with similar percentages of pupils eligible for free school meals. However, other factors affect the standards achieved by pupils at Newport Infant School. For example, a high number of pupils either leave or join the school during the key stage. This means that approximately one third of the children taking the tests have not attended the school for the whole of the key stage and have therefore, not had the full benefit of the school's provision. In addition, the percentage of pupils for whom English is an additional language and the percentage of pupils identified as having special educational needs are higher than national levels. When these factors are taken into account, together with assessment information about children's low attainment when they first join the school, the achievements are at least satisfactory and good in mathematics. Indeed, pupils with English as an additional language and those with special educational needs make very good progress and achieve well. The school currently recognises the need to raise attainment in writing as a priority, and to continue its work on reading.
2. Children in the Foundation Stage make good progress. Their levels of attainment are generally below those expected of five year olds when they enter Key Stage 1 but they have gained considerably from their often very low starting point. This is a result of the excellent provision and very good teaching. Good progress is made in all areas of learning. Children quickly develop good attitude to learning and become more self-confident. They grow in confidence and begin to become more independent when selecting activities in the nursery or working together in physical activities in the reception classes. Their personal and social skills develop well in role-play such as at the hospital or at the hairdressers. Language and literacy skills develop through listening carefully to interesting stories and they explore books within the Book Tower. Most children confidently follow and recall a story by looking at pictures and enjoy sharing a book with adults. Mathematical language is developed well through water and sand play, for example they learn that they can get more in a big container and they use number, shape and colour to sort into sets. Their knowledge and understanding of the world develops when looking at different materials, playing with wood and plastic and describing different textures of wet and dry in the 'dinosaurs swamp'. Many drawing and painting opportunities foster their creative development such as finger painting, where language development is also promoted using words like soft or slippery. They also learn to recognise a range of percussion instruments, enthusiastically joining in when singing. Physical development is promoted through the development of control of small objects such as pencils or construction toys and through physical education lessons when they learn to use space effectively when "Going on a bear hunt".
3. In Key Stage 1 standards in speaking and listening are satisfactory. Pupils build successfully on the work in the Foundation Stage. They speak confidently to adults and to their classmates. This is promoted during the literacy hour when pupils talk about what they have done. Listening skills are not as well developed as speaking skills but pupils with English as an additional language and special educational needs have many opportunities during their intensive individual work and make very good progress.
4. Although standards in reading are well below those expected for their age, higher attaining pupils achieve very well, reading above their chronological age. They are able to read fluently and have developed good skills for dealing with unfamiliar words. The systematic approach within the literacy hour is helping to raise standards of reading. Most pupils can use simple dictionaries, using their knowledge of the alphabet and are familiar with terms such as 'author', 'illustrator' and 'publisher'.

5. Standards in writing have remained well below average since the last inspection but there has been a steady improvement in recent years. Pupils use full stops and capital letters correctly and some are now using commas and question marks correctly. The presentation of work is poor and although letters are usually formed correctly their size is often inconsistent. However, steady progress is being made and pupils build on their attainment throughout the key stage.
6. In mathematics, the results for 2000 in national tests were average. The inspection evidence indicates that the current Year 2 pupils are achieving standards broadly expected for their age. All pupils including those with special educational needs are achieving appropriate levels and making sound progress as they move through the key stage. For example, in Year 1, pupils can count and order numbers to 20, compare two numbers to 15 to find which is larger or smaller, they can measure in non-standard units and have an understanding of the value of coins up to 10 pence. By Year 2 they have developed their understanding of numbers to 100 and use mental strategies to add two numbers up to 50. They know odd and even numbers and can name two-dimensional shapes.
7. In science, teacher assessments at the end of Key Stage 1 in summer 2000 showed that attainment was well below the national average and below that of similar schools. The results for higher attainers were above those for similar schools. However, the achievement seen in lessons during the inspection was satisfactory. Pupils are making satisfactory progress in relation to their prior attainment although their attainment is below national expectations. Pupils with special educational needs and for whom English is an additional language make good progress. Standards of work seen in portfolios and work books and in conversation with pupils indicate that, for many pupils, their knowledge and understanding of the subject is better than their ability to record their work. Progress to higher levels is hindered by poor language skills.
8. In most other subjects of the curriculum attainment is in line with standards expected of pupils in Key Stage 1 and achievement and progress is satisfactory as they move through the key stage. In design and technology standards are good. This has been maintained since the last inspection.

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

9. The pupils' attitudes to learning have remained good. Most show a genuine interest and enthusiasm for learning, and they are very keen to come to school. Attitudes are particularly good in the Foundation Stage. For example, in a lesson in Reception where the children were counting in order to 10, they were very involved in the activity and wanted to participate. Most pupils are able to concentrate for an appropriate length of time. In a Year 2 religious education lesson on light as a symbol in various religions, pupils remained focussed throughout and listened to the views of others. However, a few pupils have poor listening skills.
10. The pupils' behaviour continues to be good overall in lessons and around the school, and in the Foundation Stage it is very good. Nearly all parents feel that this is a particular strength of the school. Pupils respond well to the routines for entry into the school from the playground, entering and leaving assemblies, and movement on the stairs. However, in a small number of lessons, mainly in Year 2, pupils sometimes have a less positive attitude to their work and become disruptive. This is when there are lower expectations and inappropriate challenges in the work. During the inspection, pupils of different racial backgrounds integrated happily, both in the class and in the playground. There are very few incidents of racist behaviour or bullying. When these do occur they are dealt with very effectively by the school. There have been no exclusions.
11. Pupils' personal development is good. They are confident and friendly around the school. They have a very good relationship with staff and with one another. Children for whom English is an additional language learn the language quickly and are helped enormously by the very good relationships in the classroom. The pupils co-operate with each other in small group activities, and overall, work well in large groups for physical education, music and story. In the Nursery during group activities the children share and co-operate well. During the inspection, examples were seen of pupils working well independently, as in a Year 1/2 mathematics lesson on counting in steps of different sizes. There were several instances of pupils showing kindness and consideration to other pupils during the inspection. Pupils enjoy being given

responsibility, for example taking the register or watering plants. They take pride in the school environment. Displays are well cared for and pupils show respect for school resources, for their own possessions and for those of others.

12. Attendance has improved since the last inspection and is now satisfactory. The number of parents who take long holidays in term time is reducing. Unauthorised absence is above the national average due to the high mobility of pupils who remain on role after they have left, because the school does not receive speedy information about their new school and to pupils taking holidays for longer than the allowed ten days. Nearly all pupils are punctual to school and lessons start on time.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. The quality of teaching is good. It is very good in the Foundation Stage both in the nursery and in reception classes and it is good in Key Stage 1. In the 54 lessons observed during the inspection 2 per cent of teaching was excellent, 28 per cent was very good, 33 per cent was good and 28 per cent was satisfactory. It was less than satisfactory in 7.5 per cent of lessons.
14. The quality of teaching in the Foundation Stage is very good and some aspects are excellent. For example, the procedures for assessing the attainment of children and using this effectively to plan future activities. This ensures that planned activities are well-matched to the needs of children and as a result they attain well and make very good progress in these lessons. Children's progress in all lessons is immediately evaluated and recorded so that planning can take account of this. Assessment is less well established in Key Stage 1. Although systems for assessing and recording are in place teachers do not use the data as effectively as they might to inform short-term planning. The exception is in individual and small group work for pupils with special educational needs and those for whom English is an additional language. Here very good recording against specific targets is used to plan, for example when working on sequencing the alphabet pupils' success is used to plan activities to consolidate or develop their skills in naming both the letter and its sound.
15. Teachers in the Foundation Stage have an excellent understanding of the curriculum for young children and have effectively extended the provision through the reception classes. The knowledge is very well used in teaching, for example in lessons concerned with physical development where very good links are made with literacy in 'We're going on a bear hunt' lessons. Here teachers use their knowledge of the children's developmental needs to motivate, enthuse and excite them and as a result very good learning occurs. The introduction of the literacy and numeracy strategies in Key Stage 1 have extended teachers' knowledge and understanding of the English and mathematics curriculum and the structure they have provided have improved the quality of lesson planning and the identification of clear objectives. This aspect of teaching has had a positive impact on pupils' learning. The excessive length of numeracy lessons occasionally detracts from the quality of teaching because the pace of lessons slows and some pupils consequently lose concentration.
16. The management of pupils and the insistence on listening and following instructions is a strength in the teaching. The national strategy has been effective in literacy in providing a good structure to lessons. In other subjects, the range of planned activities enhances the teaching for example in religious education in Key Stage 1 a whole class discussion about flooding and Noah's Arc, well linked to the weather conditions at the time of the inspection used good whole class discussion followed by singing. This maintained pupils' interest. The teacher was very skilled in understanding the needs of the pupils and introducing timely changes of activities.
17. On the few occasions where the management of pupils is less successful the teaching is unsatisfactory. For example, in a Year 2 science lesson where some difficulties occurred when the pupils were making circuits because the lesson was not well managed.
18. Teachers' expectations are very high in the Foundation Stage and satisfactory in Key Stage 1. There is, on occasions, insufficient challenge for some potentially higher attaining pupils and consequently the teaching is unsatisfactory. For example, in a Year 2 mathematics lesson where activities were not challenging enough a small number of pupils lost interest and concentration. Their learning was

consequently unsatisfactory. Where expectations are high pupils respond well, for example with pupils with special educational needs where intensive help challenges and extends them.

19. The use of non-teaching staff to support learning is very effective overall. Support assistants are clear about their roles and responsibilities and work well with groups or individuals. Special needs support staff and staff supporting pupils for whom English is an additional language are very well deployed and play a significant role in the progress made by these pupils.

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

20. The curriculum for the under fives is very good in both the Nursery and Reception. All areas of learning are included with opportunities for a wide range of activities. There are good links between the nursery and reception. This is a significant improvement from the last inspection when it was found that the pupils in reception did not have full access to the curriculum for the under fives. The school provides a good broad, balanced and relevant curriculum for Key Stage 1 with satisfactory coverage of all the relevant National Curriculum subjects and religious education which is taught in line with the local agreed syllabus.
21. Time is allocated appropriately to all subjects. The major focus at present is the development of English in particular writing, through the successful implementation of the National Literacy Strategy. Benefits are beginning to be shown and it is having a positive impact on standards. Numeracy skills are being developed through the implementation of the National Numeracy Strategy and this has resulted in a significant increase in test results. Other curriculum subjects are planned and taught in blocks of time each term. The planned teaching time each day is appropriate and has improved the time lost through overlong assemblies as indicated by the previous report. However there is not always an effective use of time, particularly in overlong mathematics lessons. The school is aware of the need to monitor the use of this time.
22. The curriculum for Year 2 pupils is enhanced through the Curriculum Enrichment time each week. This gives a variety of opportunities for pupils to develop an interest in areas such as dance, book reviews, cookery and embroidery. The school provides opportunities for pupils' personal development through a programme of personal, health and social education. There are visits from the Life Education Centre, including a drug awareness programme for parents. Appropriate sex education is covered within the science curriculum and within the oracy programme personal and social development is addressed through circle time. Records on personal and social development are kept throughout the school.
23. Whole school planning is good with half-termly plans to show an overview of all subjects, together with more detailed coverage of the programmes of study for each subject. The weekly planning clearly identifies learning objectives, vocabulary and activities. The planning for the under fives is linked to the national Early Learning Goals. The nursery has very detailed termly and weekly plans indicating learning objectives, aspects to be developed and activities.
24. There is a homework policy and homework is set every week. This is a voluntary programme, the focus being mainly on English or mathematics. The task being something that the pupils can do independently but can also be supported by parents. This is popular and well received. The work returned is rewarded with a sticker and displayed. Although 15 per cent of parents responding to the questionnaire felt that homework could be improved, evidence from the inspection found it to be satisfactory.
25. The school ensures that the needs of all its pupils are well met. There is very good provision for those who have English as an additional language. This is evident in lessons, for example in science when an interpretation of push and pull was given to a child in their own language. Excellent provision is made for those with special educational needs. Individual education plans are completed and regularly updated with manageable targets. All pupils have targets set in English and mathematics once each term. Parents are involved in this and the targets are then met through the work planned in class.

26. All adults in the school act as positive role models for the pupils. Support staff are well deployed and provide effective support in the classroom.
27. There are satisfactory, though limited opportunities for pupils to take responsibility. They act as classroom monitors, they are encouraged to be supportive to new reception pupils and there is a buddy scheme to help new children. The range of extra-curricular activities is unsatisfactory. This was raised by the parents and the inspection team agrees with them.
28. The school makes good provision for the pupils' spiritual and moral development and for their overall personal development. Provision for their social and cultural development is very good. There is a daily act of worship, which meets statutory requirements. The approach to collective worship is multi-faith. There is an appropriate quiet reverential atmosphere and each day there is a short period of guided reflection that enables the children to begin to develop a personal philosophy. This aspect of personal development is also addressed in some lessons as when Year 2 pupils expressed wonder when they used a magnifying glass to see tiny details on a leaf stalk.
29. The school has a good moral code. The differences between right and wrong are clearly taught. All pupils are aware of the school and class rules and that they are necessary so that everyone can live and work together happily. Teaching staff, support staff and ancillary staff all set and expect high standards of behaviour and respect for people and property.
30. Provision for the pupils' social development is very good. All the adults in school are consistent in treating each other and the children with courtesy and respect. There are many opportunities in lessons for pupils to work together in pairs or small groups. Teachers use good strategies to foster the pupils' self-esteem and considerate behaviour. The children are encouraged to befriend newcomers and to welcome visitors to the school. All pupils are taken on outings and visits outside school at least once each year. The festivals, customs and beliefs of people of different cultures are carefully and sensitively explored.
31. The pupils' cultural development is promoted very well. They are introduced to art, literature and music from many parts of the world and they have the opportunity to play instruments from other countries to accompany their singing. They are also taught traditional English songs and nursery rhymes. The library has both fiction and non-fiction books which provide the pupils with an insight into many life styles. Most of these books are well illustrated and some are presented in more than one language. The outings, educational visits and visitors to the school give ample opportunity for pupils to develop their cultural awareness, for instance when a parent visited school to talk to the children about life in Somalia and her journey to England. The pupils also correspond with two children in Uganda and South India whom the school supports financially. The general atmosphere in and around the school, the very good range of multi-cultural artefacts which are used in many parts of the curriculum and the experiences of celebrations and festivals from around the world, give the children very good insight into the diversity of cultures that are found in the society in which they are growing up.

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

32. The school provides a good level of care for all its pupils. This situation has been maintained, and developed, since the last inspection. There are good procedures in place for the monitoring of pupils' attainment and progress. Data from national assessments are analysed. Regular formal and informal assessments are made in all subjects during the year and evidence kept in individual assessment folders. Records are in the form of the assessment folders, which although cumbersome to use are satisfactory for the purpose of tracking pupils' progress. More informal daily assessments are left to individual teachers to organise. Reading records show individual progress. Subject co-ordinators are developing portfolios with annotated pieces of work to illustrate standards achieved and coverage of the curriculum. A written report to parents details their children's progress and experience in all curriculum areas. The school plans to develop further procedures for tracking pupils' social and behavioural development.
33. The use of diagnostic assessment and pupils' involvement in the assessment process through target setting has improved since the last inspection.



34. There are very effective procedures in place for identifying, assessing and monitoring those pupils with special educational needs. Their individual education plans are regularly reviewed and modified to meet their specific needs.
35. Pupils who work, achieve or behave well are rewarded in assemblies with a thank you and there are sticker awards for good behaviour. Every class has a 'happy chart' where these rewards are displayed.
36. The nursery has personal target sheets for literacy, mathematics and personal and social skills. They also keep detailed records specifically on those children who will shortly be entering the reception class.
37. The school continues to provide a safe and secure environment for its pupils in a harmonious and well-ordered environment. The induction of children in the Foundation Stage is very good. There is also a mid-term induction procedure in Key Stage 1 which gives pupils individual support and a first day introduction sheet so that children settle in very quickly. The children enjoy being in school. Teachers and other adults know the children well and show them a respect which encourages self-confidence and a sense of personal worth. There is a sensitivity to the background circumstances of pupils but their school work remains the first priority. Health and Safety procedures are appropriate and the governing body plays an active role in monitoring these procedures. The school has effective child protection procedures. All staff are regularly up-dated in their knowledge of child protection issues. There is good liaison with support agencies.
38. Measures to promote good behaviour continue to be very good. The new behaviour policy clearly outlines the positive approach to behaviour management, and the systems to reduce bullying and racial harassment. There has been a behaviour management initiative in response to the challenging Year 2 group. The recorded incidents of unacceptable behaviour, for this group has reduced, which shows that this initiative is working well. There is an expectation of good behaviour throughout the school. The mid-day assistants have regular meetings with the headteacher, and training in behaviour management. The school provides an environment where pupils feel free from harassment and bullying. This topic is covered in classroom discussions and assemblies. All parents but one who answered the questionnaire, say the school helps their children to become mature and responsible.
39. Pupils' attendance is now monitored carefully and any absence followed up consistently if the reason is not known. New registers have been introduced and pupil's individual attendance is tracked so that patterns of absence and cumulative numbers of absence are known. Parents are very aware of the efforts made to improve attendance and of the undesirability of taking holidays in term time. A reward system has been introduced for good attendance and the certificates are much valued by pupils.
40. The procedures for the monitoring of pupil's personal development are very good and for pupils with special educational needs they are excellent. There is very good recording at frequent intervals for all pupils. Targets for improvement are set for Foundation Stage children. Detailed records are kept on progress against clearly identified targets for pupils with special educational needs. As a result of these procedures, pupils with special educational needs make very good progress.

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

41. Parents are very satisfied with the school. They feel that the school supports them very well, not just in school but also within the community. They think there is good quality general information and that they are well informed about their child's progress. They find the headteacher and staff approachable, but would like a parent/teacher association. Parents would like an improvement in the range of activities outside lessons. The inspectors' judgement supports this view. They would also like to see the level of homework improved. The inspection team found homework to be satisfactory.
42. The school has very good links with parents. Parents are invited into school once each term to meet teachers, see pupils at work in class and discuss individual progress. They are informed of the individual targets set for their children and they can discuss their child's written report with the teacher in the summer term. Opportunities for informal contact and communication with parents are good, both at the beginning and end of the school day. The school consults and involves parents of children with special educational needs very effectively. They are involved termly in the reviews of their child's progress and target setting in the individual education plans. The general quality of information to parents is very good. The Foundation

Stage Outreach Teacher provides the first point of contact for most pre-school children and parents. She makes home visits, draws up Nursery entry profiles, and runs a twice weekly toy library which also offers a variety of play activities. The Refugee Support Teacher helps pupils and families to make a successful transition into school. She runs three groups for specific ethnic minorities to answer questions about their child's education, to explain how they can support their child's learning, and to identify issues and concerns. She also helps to organise translators. The school also holds bi-lingual meetings for parents to discuss issues and how they can help their child's learning at home. A computer group is held weekly so that parents can look at the programs that their child is using. Regular monthly newsletters are sent to parents. These are tape recorded in a number of community languages and are available to all parents. The annual reports to parents are good. They cover pupils' knowledge, skills and progress, and give specific learning targets in mathematics and English.

43. The impact of parents' involvement with the work of the school is very good. Many parents help in the school. They give talks to children about their specific customs. Most parents attend the open evenings and school events. There is excellent attendance at the celebration assemblies. Curriculum evenings are held to share information about subject areas and explain approaches to teaching. The school encourages parents to be involved in the work their children do at home through the home reading scheme and the voluntary weekly challenge.

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

44. The headteacher, deputy headteacher and senior staff provide very good leadership and management for the school. This has been well maintained since the last inspection. They have provided a clear sense of direction for the school aimed at raising standards and have developed a team spirit where this objective is shared by all staff. Although only recently separated from the governing body of the adjoining Junior School, the governors fulfil their responsibilities effectively in supporting the strategic development of the school.
45. The senior management team undertake a clear analysis of the school's results in national tests and use the outcomes to address any perceived areas for development. For example, mathematics has been targeted recently and has resulted in a significant improvement in the standards achieved by pupils. Writing has continued to be a priority and although overall standards compared with national levels have not improved the percentage of pupils achieving at the higher level has improved. The school is continuing to develop strategies to further improve writing and reading.
46. The governing body is fully aware of the strengths and weaknesses of the school and has developed good procedures to monitor and evaluate the performance of the school. They are fully involved in working with the senior staff in identifying priorities for improvement within the school development plan. The governors' committee structure is effective in ensuring that the school's educational priorities are linked to the budget process so that they are adequately financed.
47. The role of subject co-ordinator has been developed since the last inspection. They are now responsible for evaluating standards and quality in the subject for which they are responsible, and for devising subject plans which contribute to the school development plan. They monitor teachers' planning to ensure appropriate coverage of the subject within the overall curriculum structure adopted by the school. They also monitor samples of pupils' work to develop a picture of the standards being achieved. Portfolios of pupils' assessed work are retained as examples of the work covered and the standards achieved. However, a formal, structured system for the co-ordinator to observe teaching to identify strength and weaknesses is not yet in place. However, some subjects do have observations in place, notably literacy and numeracy and the head and deputy have also been involved in classroom observations. The school is aware the need to develop a more systematic approach to lesson observation across all subjects.
48. The school development plan is an effective tool for mapping the development of the school. It has appropriate, clear priorities with clear roles and responsibilities identified and criteria for measuring the impact of developments on standards.
49. The school's procedures for monitoring and controlling expenditure are very good. The governing body has established effective systems and it is very well supported by the senior administrative staff. Best value principles are effectively implemented and the school provides good value for money. There has

been no auditors report since the last inspection. Routine administrative matters are effectively managed in the school office enabling teaching staff to concentrate on their work with pupils.

50. The school is staffed by a good number of suitably qualified teachers with the range of experience and expertise needed to meet the demands of the curriculum. The ratio of teaching and support staff to pupils is good and is particularly good in the Foundation Stage, where in addition to the class teachers and nursery nurses an Outreach Teacher works with the children and their families as they are introduced to school for their first term. Each member of staff is responsible for organising the planning, teaching and development of at least one aspect of the curriculum. There are extra teachers and support staff to help pupils for whom English is an additional language and those with special educational needs. Several members of staff are bi-lingual and the school employs a part-time teacher to support refugee families. In addition there is a part-time music teacher and part of the standards grant is used to provide supply cover to enable subject co-ordinators to develop work in the areas for which they are responsible.
51. The school premises, which are on three sites, continue to be upgraded with improvements to the entrance hall and pupils' toilets. The main building is attractive and welcoming and space is used imaginatively throughout. The top corridor is well organised and thoughtfully arranged to provide quiet work areas, seating and a library. Attractive displays line the corridors and hall. The multipurpose hall is large and is adequate for physical education, however as it is also used for lunches, its use is restricted. The buildings are well maintained and the grounds well cared for.
52. There are well-used specialist rooms and areas for music, art and design technology and a toy library, which is used by children and parents.
53. The playground has a range of markings for games which enhance playtimes. It has several trees together with plants, tables and seating. The main play area is however sloping which can create difficulties for organised games. There is not as yet a designated outdoor learning area for the reception children.
54. The nursery, which is sited away from the main buildings, has very good facilities, is well organised and includes a large outdoor area.
55. An environmental area, including a mobile classroom, is owned jointly by the infant and junior school and provides excellent learning opportunities.
56. The school has good resources for learning with very good resources for the Foundation Stage, English and design technology. Good use has been made of the balcony on the first floor and a library is situated in this area complete with computers, listening stations as well as places to read. The Book Towers also provide a very good resource. The school is fortunate in the good quality of religious and historical artefacts that are available and these are used for some very interesting displays particularly in the main hall. There are computers in every classroom, which are used to support learning in various lessons such as literacy.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

58. In order to raise standards further the head, staff and governors should: -
  - (1) Improve attainment in writing and reading by the end of Key Stage 1
    - (a) By providing greater opportunities for pupils to practise writing longer pieces of work in all areas of the curriculum. (paragraph 75)
    - (b) Extending work on basic skills in reading and writing and improving the presentation of work. (paragraphs 5, 73)
    - (c) Using discussions with pupils more effectively to help them understand how they can improve. (paragraphs 87, 130)
  - (2) Develop the role of subject co-ordinators in the overall management of the school by ensuring that they monitor the impact of teaching on pupils' learning to identify strengths and areas for development. (paragraphs 21, 47, 87, 116)

- (3) Improve the opportunities provided for pupils outside school time by developing the range of extra-curricular activities. (paragraphs 27, 41)

(a) **PART C: SCHOOL DATA AND INDICATORS**

*Summary of the sources of evidence for the inspection*

Number of lessons observed

54

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

18

*Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7.4	24.0	33.3	27.8	5.6	1.9	0

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

*Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR-2
Number of pupils on the school's roll	40	238
Number of full-time pupils eligible for free school meals	0	86

<b>Special educational needs</b>	Nursery	YR-2
Number of pupils with statements of special education needs	0	3
Number of pupils on the school's special educational needs register	21	87

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	189

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	56

*Attendance*

**Authorised absence**

	%
School data	4.8
National data	5.4

**Unauthorised absence**

	%
School data	3.0
National data	0.5

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

*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	58	47	105

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	40	57
	Girls	48	49	45
	Total	89	89	102
Percentage of pupils at NC level 2 or above	School	76	70	98
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	49	45
	Girls	37	42	34
	Total	78	91	79
Percentage of pupils at NC level 2 or above	School	74	87	75
	National	84	88	88

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	25
Black – other	21
Indian	15
Pakistani	61
Bangladeshi	7
Chinese	1
White	42
Any other minority ethnic group	20

**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, 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)	12.5
Number of pupils per qualified teacher	19
Average class size	26

**Education support staff: YR – Y2**

Total number of education support staff	10
Total aggregate hours worked per week	331

*FTE means full-time equivalent.*

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	40

Total number of education support staff	4
Total aggregate hours worked per week	238

Number of pupils per FTE adult	7
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1999-2000
	£
Total income	794029
Total expenditure	793144
Expenditure per pupil	2592
Balance brought forward from previous year	67835
Balance carried forward to next year	68720

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

**Questionnaire return rate**

Number of questionnaires sent out	203
Number of questionnaires returned	44

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	41	55	0	0	5
Behaviour in the school is good.	43	50	0	0	5
My child gets the right amount of work to do at home.	36	36	9	5	14
The teaching is good.	50	45	5	0	0
I am kept well informed about how my child is getting on.	41	52	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	34	5	0	2
The school expects my child to work hard and achieve his or her best.	43	48	2	0	5
The school works closely with parents.	39	48	9	0	5
The school is well led and managed.	52	39	5	0	5
The school is helping my child become mature and responsible.	48	45	2	0	5
The school provides an interesting range of activities outside lessons.	25	36	5	11	23



## **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**

59. The quality of teaching for these children is very good and often excellent. It enables them to make good and sometimes very good progress, often from a below-average starting point, so that most reach average overall standards by the time they start work on the National Curriculum. The school has made good improvements in its provision since the last inspection particularly in the reception classes. At present there are eighty children in the nursery with half attending in the morning and half in the afternoon. There are at present twenty-nine children in the two reception classes.
60. The good quality of nursery experiences provide the children with a positive start to their education, so that by the time they move up to the reception classes they reach appropriate standards in developing language, in early reading, writing and mathematics, in creative and physical development, in their knowledge and understanding of the world and in particular their personal, social and emotional development. The curriculum is well balanced and offers a wide range of stimulating activities, which capture children's enthusiasm and enhance the quality of their learning. Teachers' planning is very thorough and the development of individual areas of learning is very effectively assessed. There is early identification of pupils with special educational needs and appropriate support both for these children and for those for whom English is an additional language. By the end of the reception year the majority of the children have made good progress towards the Early Learning Goals for the Foundation Stage.
61. There is a close and very effective partnership between teachers, nursery nurses, learning support assistants, the Outreach Teacher and all other adults who assist with the children in the Foundation Stage. This teaching results in learning of high quality. All of the children show a very high commitment to whatever activity they engage in, whether in group learning situations or individual choice. Independent learning is very good, and the children take full advantage of the very wide range of highly structured activities always available to them. Both in the nursery and in the reception classes, children have full knowledge and understanding of what they are doing.
62. The planning and organisation are excellent. The well-structured activities change daily and for each teaching session, focussing on the subject being taught. This gives all of the children access to a very wide and interesting curriculum. Learning and progress are recorded and evaluated immediately and to a very high standard. Teachers use this information very effectively in planning future activities. Teaching responds rapidly to give lower attaining children the support they need, and to extend provision for those attaining at a higher level. There is also very good support for children for whom English is an additional language.

#### **Personal, Social and Emotional Development**

63. Teaching in this area is very good. Children are settled first into the nursery and then into the reception classes thoughtfully and successfully. Staff are very effective in creating a warm, caring and stimulating learning environment in which children develop good attitudes to learning and become self-confident. Most children quickly understand routines and the structure of the school day. They show growing independence and initiative when presented with choices and follow instructions with increasing confidence. Staff are effective in developing children's speaking and listening skills during these sessions by asking questions and encouraging the children to put forward their views and answers. Children are very well behaved and form good relationships with each other and with adults. In all their role-play activities, such as the hairdressers and the hospital they play very well together. They learn to share equipment and toys and to take turns.

## **Language and Literacy**

64. Teaching in this area of the curriculum is very good and many children are working at the level appropriate for their age. They make good progress in speaking listening, reading and writing through experiencing a range of activities that stimulate their learning and maintain their interests. Children listen attentively to stories, particularly when they are told well. They spontaneously settle to explore books of their choice through the 'Book Tower', handling books carefully, and they know that print carries meaning. Most children confidently follow and recall a story by looking at the pictures and enjoy sharing books with adults. Higher-attaining children can identify simple common words and are beginning to develop basic reading strategies. Children develop their writing skills in formal sessions with an adult when they practise writing their name and through taking part in role-play activities, for example at the writing table or in taking telephone messages in the house. A good range of resources to encourage writing and communication is available, and results in children making marks on paper when engaged in role-play. The higher attaining pupils in the reception class can write their names unaided and write simple phrases such as captions for their drawings such as 'This is my Mummy'. Whilst making a book in the nursery a child had drawn her pictures and written clearly and with perfectly formed letters: 'The camel is too grumpy'. A range of activities exists, which include story tapes, develops children's speaking and listening skills. Resources are also well used to develop children's knowledge and listening skills.

## **Mathematics**

65. Teaching in this area of learning is very good and makes a positive contribution to the good progress that children make. They are working at the level that is appropriate for their age. Their learning is supported well by the provision of a variety of activities, which develop their skills in number, shape and space. Children develop the use of appropriate vocabulary when using sand and water, and state that they can 'get more water in a big cup'. Whilst making dough in the science area, good use was made of numbers as they sorted out for example two cups of flour. In the reception classes all children are counting with confidence up to 20 and many beyond this. They are beginning to understand the question of what comes before or what comes after a number? In the nursery children were tackling simple sums. Many can write numbers to ten. They use money in the 'shop' and so understand about numbers in every day life. High expectations of work and behaviour, together with the good support provided by staff, result in children doing their best and wanting to succeed. Staff use every opportunity to reinforce children's knowledge and understanding of numbers through the singing of number rhymes such as 'Ten Green Bottles'.

## **Knowledge and Understanding of the World**

66. The children show great interest in everything around them. When they are investigating they make very good observations on what is happening. They identify the different properties of materials, for example when playing with wood and plastic, and describe the different textures of wet and dry sand and the dinosaur's swamp. Great excitement is generated when children get the chance to play in the cave, complete with their torch, and they soon understand the differences between light and dark. Effective opportunities are provided for children to assemble and disassemble simple models using a variety of construction kits, to try out new ideas. Children regularly use the computers and most can independently work through a simple appropriate program, such as 'Freddy Teddy'. Children gain a good understanding of activities in the world through role play such as hairdressers and hospitals.

## **Creative Development**

67. Children's creative development is fostered through an appropriate range of activities and they work at levels appropriate for their age. Many drawing and painting opportunities are provided, and children use a variety of techniques.

68. In a finger painting activity children were able to describe what it felt like, using such words as 'soft' and 'slippery'. During the inspection week the colour theme in the nursery was red and most of the creative activities involved used this colour. Teaching is effective in getting good responses from children in relation to what they see, hear, feel and imagine. The guess the sound game proved very popular whilst children took great delight in making a variety of simple musical instruments. The role-play areas provide stimulating opportunities for children to play co-operatively and develop their imagination. Most pupils join in enthusiastically in singing songs and can name and recognise several percussion instruments such as tambourines, shakers and triangles.

### **Physical Development**

69. Teaching to promote children's physical development is very good and results in pupils making good progress. They reach standards appropriate for their age as a result of regular sessions of physical education, outdoor play and a range of opportunities to develop control and manipulation of objects and materials. A child displayed great dexterity and persistence when assembling a jigsaw. Their use of small objects such as pencils, construction apparatus, tools, scissors, needle and thread and paintbrushes is good and they handle them safely and appropriately. Their fine motor skills continue to be developed as they move through the school. They have many opportunities to cut, stick and join objects together. In their physical education lessons they develop good spatial awareness. Children also showed excellent response when interpreting 'We're going on a Bear hunt' and moved around the hall in a variety of ways such as tiptoe, slow steps, quick steps and big steps. Throughout the activity the children listened very carefully to instructions and acted upon them. Teachers have high expectations and children respond to this by demonstrating good attitudes to learning and behaviour. Children in the Foundation Stages enjoy using the various outdoor play areas and develop control, co-ordination and awareness of space through the use of apparatus, equipment and ride on toys.

### **ENGLISH**

70. The results of the 2000 end of Key Stage 1 national tests for seven year olds show that pupils' attainment in reading was well below average compared with all schools but compared with similar schools it was average. In writing the results show that attainment was well below the national average but compared with similar schools it was below average. The number of pupils achieving the higher Level 3 in reading and writing was higher than similar schools. Taking the four years 1996 – 1999 the performance of pupils in reading and writing was well below the national average. Although the standards in English have remained below the national average there has been an improvement in results both in reading and writing. The school has a high percentage of pupils with special educational needs and a high percentage of pupils for whom English is an additional language. In the last few years the school has carefully analysed their results and this evidence shows that the attainment of pupils who have been at the school since the nursery is broadly in line with national expectations. Pupils with special educational needs and English as an additional language make good progress and their attainment is in line with the majority of pupils in the school.
71. Overall standards in listening and speaking are satisfactory with pupils speaking confidently to adults and their classmates. They are quite happy to talk to adults about what they are doing at home and at school. They are given opportunities to use their skill in lessons, particularly in plenary sessions where pupils talk about what they have done in the lesson and what they thought they have learnt in the lesson. However, pupils' listening skills are not as strong as their speaking. Whilst there are many opportunities for pupils to listen to one another there are only limited opportunities of adults providing detailed explanation and presentations and making use of recordings provided by, for example, radio and television. The quality of teaching is good in lessons and most teachers have good class management skills. Teachers' good use of questions and answers during the first half of the literacy hour contribute to pupils' speaking and listening skills, and this is continued during the final session. Overall standards in reading are still below those expected for their age. However, the higher attainers are reading above their chronological age and are able to read with fluency and understanding having adopted a range of strategies to deal with unfamiliar words. The school has recognised the need to raise the standard of reading and has introduced a strong focus on phonics. Those pupils who learn more slowly are benefiting from systematic teaching of a variety of skills within the National Literacy Strategy. This is helping to raise the standard of reading in the school.

72. Pupils are keen to read to adults and are familiar with terms such as 'author', 'illustrator' and 'publisher'. Most demonstrate their knowledge of the alphabet by using simple dictionaries with confidence. Pupils regularly take books home, and these are appropriate for their ability.
73. Standards in writing are well below average, although there has been an improvement over the last few years. There are many fragments of unfinished writing, which often have basic errors uncorrected. The presentation of work is weak and pupils' handwriting is often untidy and not of a constant size although, letters are usually clearly shaped and positioned. In their writing pupils are beginning to write a sequence of sentences with the higher attainers extending ideas logically and using interesting words as was seen in 'The Magic Key'. Pupils are using full stops and capital letters correctly and some are beginning to use commas, question marks and direct speech, for example in 'Holiday News'. Pupils are writing in a variety of styles. A book review on 'Something Special' contained some interesting vocabulary and was well structured. Examples of factual writing were seen in other subject such as the writing in history about Thomas Edison. Spelling continues to be weak. The use of information technology in literacy is limited at present, although in one class a pupil was able to write five sentences on 'What made him sad' during the individual work. He also used the spell check effectively.
74. Pupils have good attitudes to their work. In most classes they behave well, are keen to learn and mostly get down to their work. Generally they sustain concentration and work hard to complete the tasks. When tasks are stimulating, as when playing T and B bingo, they show a real enthusiasm for language work. The introduction of various language and literacy games is proving a positive benefit and is enhancing their learning. When pupils have the opportunity to work in groups or pairs they collaborate well, offering another dimension and stimulus to develop their independence. Learning support staff and other helpers give valuable support to pupils and as a result all pupils, particularly those with special educational needs and those for whom English is an additional language make good progress with their learning.
75. The quality of teaching and learning is good. No unsatisfactory lessons were observed. Strengths of the teaching include well-structured and organised lessons, and in most classes good control and management of the pupils. This ensures that there is a positive learning environment a brisk pace to lessons with objectives being shared with pupils. Very good relationships exist between teachers, non-teaching staff and pupils. The well-structured final sessions, whilst providing an opportunity for assessment at the end of the lessons, are productive and affirm learning. Teachers have successfully implemented the National Literacy Strategy and this impacts positively on the quality of teaching and learning. More opportunities should be provided for pupils to develop their literacy skills in science, history, geography and religious education although teachers always use the appropriate technical vocabulary in lessons, which increases pupils' literacy skills and vocabulary.
76. The co-ordinator is aware of the weakness in the subject and has introduced several new ideas to promote improvements. These include a writer in residence to inspire the pupils to develop an interest in writing. The opportunity to write to Boris the Bear encourages pupils to get into the habit of regular writing, as do the links with schools in Wales, Scotland and Spain. The introduction of diagnostic assessment for Year 1 pupils highlights the areas of weakness in that year. In addition to these innovations theatre productions are organised in the form of visits from a local theatre company. Regular visits are made to libraries whilst the book week and the regular bookshop continue to encourage pupils to love and read books. Reading volunteers and group and shared reading are all measures introduced to improve the standards in English. There is a very good range of resources to support teaching and teachers are beginning to incorporate the use of information and technology into their lessons. The library is well stocked and is accessible to all. Together with the Book Towers, it provides a welcoming environment in which pupils can read and research. The subject has made steady improvement since the last inspection.

## **MATHEMATICS**

77. In the 2000 Key Stage 1 national tests the pupils' results were in line with the national average for all schools and well above average for similar schools. This is a significant improvement from the previous inspection and on the four previous years' results where the results were below national averages.

78. Observations made during the inspection and the work analysis show that current standards are in line with national expectations, with pupils including those with special needs making satisfactory progress overall.
79. In the best lessons pupils progress well because activities are well matched to the objectives and to the abilities and needs of all the pupils and because teachers give clear visual demonstrations to support pupils' understanding.
80. Pupils' attention and behaviour is generally very good and they have positive attitudes. However, teaching is less effective where the lessons were too long with pupils not always fully involved in purposeful mathematics. This results in a lack of concentration and interest and unsatisfactory learning.
81. Year 1 pupils are able to count reliably and can order numbers to 20, compare two numbers up to 15 to find which is larger or smaller and add two numbers up to 10, putting the larger number first. The majority can use the vocabulary of ordering and position, for example; they can use the language of first and second correctly and choose an appropriate number to place in between two other numbers. They can add or subtract 10 from a number, measure with non-standard units and understand the value of coins up to 10p.
82. Year 2 pupils show understanding of place value in numbers up to 100 and can add two numbers up to a total of 50, using mental strategies. They recall doubles to 10 and pairs to a total of 20, measure in standard units, know that numbers are either odd or even and can name two dimensional shapes. High attaining pupils are adding three numbers with a total up to 50, ordering numbers to 100, solving simple word problems and working with properties of shape. However in lessons observed there was limited evidence of these pupils working at a sufficiently challenging level.
83. There were some inconsistencies in the work analysis across the key stage in terms of the quality, amount and standard of work seen. Where it is unsatisfactory pupils are working at a lower level with less recorded work. Overall the analysis showed evidence of satisfactory progress and of work being set for different levels of attainment.
84. The quality of teaching is satisfactory overall, but varies significantly from a third of lessons observed being good or better to some unsatisfactory lessons. In the most effective lessons the classes were well managed, the pace brisk with high expectations for work and behaviour and methods that promote good learning. Where teaching is unsatisfactory the pace is too slow, some of the activities are unchallenging, with poor classroom management and methods inappropriate to move learning forward.
85. In almost all lessons key vocabulary words are explained and clear learning objectives are introduced and revisited in the end part of the lesson, enabling pupils to consolidate what they have learned.
86. Mathematics is well managed. The co-ordinator has a clear understanding of the subject. Demonstration lessons have been given and monitoring of lessons and planning have begun. The subject policy statement is up to date.
87. Teachers plan together in year groups and the majority of planning is clear and detailed. The school began working with the National Numeracy Project two years ago and is now fully implementing the National Numeracy Strategy. Pupils are assessed at regular intervals and individual portfolios kept. The ongoing daily assessment to inform planning needs further development and has been identified in the school development plan. Guidance for the high achievers is being developed. All pupils have individual termly targets, which are shared with parents.
88. The school acknowledges that because of the higher level of special needs the current Year 2 is not attaining the same level as last year's Year 2. This is consistent with the findings during the inspection.
89. Resources are generally good. However limited use was seen in lessons particularly of number lines or grids. Not all classrooms had them displayed and they were not often available for pupils to use to help them to write numbers correctly and to support their mental strategies for adding. Many were still using their fingers to calculate which was inappropriate for the size of numbers involved.

90. Some good use of support staff was observed to support pupils in the mental and oral session and to lead a group activity to promote learning at an appropriate level for the needs of the pupils.
91. Although teaching is satisfactory overall and sometimes good, there is a need with the introduction of the Numeracy Strategy; to review the guidance and support for all teachers, regarding the length of lessons, pace and expectations, to build on the good practice seen and ensure the delivery of an effective curriculum for all its pupils.

## **SCIENCE**

92. On the evidence of teacher assessments at the end of Key Stage 1 in summer 2000, attainment was well below the national average and below that of similar schools. The results for higher attainers were above those for similar schools. However, standards of achievement seen in lessons during the inspection were mostly at satisfactory levels and pupils are making satisfactory progress building on earlier learning although their attainment is below national expectations for their age. Pupils with special educational needs and for whom English is an additional language make good progress. Standards of work seen in portfolios and work books and in conversation with pupils indicate that, for many pupils, knowledge and understanding of the subject is better than their ability to record their work. Progress to higher levels of attainment is hindered by poor ability with language.
93. Pupils are interested and well motivated. They work together well and handle apparatus carefully. They are confident to offer suggestions and they respond to questions well, although some pupils find it difficult to express their ideas clearly.
94. The quality of teaching observed during inspection week was satisfactory. There were some examples of good and very good teaching. In the most successful lessons the teacher shared clear objectives with the class. The activities were well prepared and well devised to build on the pupils' previous knowledge. Appropriate vocabulary was carefully taught and consistently used so that every part of the lesson focussed on the learning objectives, enabling the pupils to make good progress. In the rare less successful lessons inadequate preparation and poor understanding of the needs of the pupils led to overlong explanations and ill-devised activities which caused the pupils to lose sight of the learning objectives. As yet the school lacks effective strategies for sharing the good practice which exists in some classes in order to raise the quality of teaching in them all. The teachers assess the pupils' work individually at the end of each topic and record carefully what they know and understand. The information gained is then used in planning.
95. The school has drawn up a good science policy and scheme of work and the delivery of the curriculum is well planned. All the programmes of study of the national curriculum are covered and teaching plans show that there is continuity and progression within each topic and from year to year. Pupils are taught to investigate, to predict and test, to observe, to record and to try to interpret their findings. The syllabus includes health and drug education and there are good links with other subjects in the curriculum. For instance the topic of electricity includes work about the invention of light bulbs and traffic lights and some study of life before homes had electric power. In a religious education lesson observed during the inspection, melted candle wax led to revision of some of the properties of materials.
96. Science is taught in the classrooms, which offer suitable accommodation. Resources for teaching and learning science are good and there is a good selection of books in the library. The local environment, the school's own environmental area and outside visits such as the visit to the Science Museum are all well used to enrich the curriculum.
97. Since the previous report the science curriculum has been revised to take new national requirements into account. Standards of attainment are no longer above national expectations but the school's results overall reflect the demographic changes in the locality and the short stay of some of the pupils. Resources remain good and the environmental area is a particular strength of the provision. A new ecology group has been formed and this gives the pupils' greater insight into the environment and how to care for it. The school has a clear vision for developing the science curriculum.

## **ART AND DESIGN**

98. Because of the organisation of the curriculum no lessons were observed during the inspection. However the observations of pupils work around the school, the planning and discussion with staff show that the pupils at Key Stage 1 are making satisfactory progress and that attainment is broadly similar to that expected of seven year olds.
99. Provision for the subject is good. A wide range of opportunities are provided for all pupils including a good use of the local environment.
100. Year 1 pupils develop ideas and use a variety of materials and processes through close observational drawings of the natural environment, selecting appropriate tools and mixing their own paint. Each year they work with an artist in residence. Last year producing large wooden forms representing trees. The year before they created bronze relief plaques for the environmental area. The pupils were involved at every stage of the process, focusing on close observational skills looking at textures and shapes, producing drawings, collage and finally clay models. They then visited the artists' workshop to observe how their models were cast in bronze. This project won a national competition.
101. Year 2 pupils use a variety of materials; they design and make images and artefacts from a range of starting points. They use pointillism techniques to create impressionist pictures in the style of Seurat and use acrylic paint to produce pictures of their observations of a vase of flowers. They produce clay faces, first observing artists impressions, three-dimensional representations of mini-beasts and in curriculum enrichment time create tree sculptures.
102. The subject is well resourced. An art and craft area in the reception block has a kiln, all classrooms have an art box and there is a well-stocked central store. The co-ordinator is able to purchase additional resources for specialist techniques such as screen-printing.
103. Planning shows appropriate coverage of the National Curriculum and programmes of study are taught during focused weeks each term.
104. The co-ordinator has only recently taken on this role and at present has limited responsibilities. She is well supported by the headteacher and is gradually assuming a greater role. A portfolio of annotated work to show pupils' progress and coverage of the curriculum is in the process of being developed.

## **DESIGN AND TECHNOLOGY**

105. No lessons were observed in design and technology as the subject is taught in blocks and the subject had been taught earlier in the term. However, extensive evidence was gathered from discussion with the headteacher, a study of the planning, policy and the scheme of work as well as the observations of completed projects and pupils' notebooks. Standards have been maintained since the last inspection and the attainment continues to be above that for their age. Pupils have appropriate experiences in designing and making through the scheme of work, which is based upon the Qualifications and Curriculum Authorities guidelines modified to reflect the needs of the pupils.
106. This term, each year group has produced various projects, which have included the design, and construction of bags to carry shopping and continuing that theme one year group designed and made shopping trolleys with wheels. Food technology was also studied and centred on the theme of the Harvest. In all these projects pupils drew up their designs and made suitable notes concerning the project. By the end of Year 2 they are producing ideas and plans which indicate clearly what they are trying to achieve. Good links with other subjects were seen in the making of masks and musical instruments. The construction of fixed wheel vehicles enabled pupils to use their skills of measuring, cutting and gluing to produce some interesting structures.
107. The subject has very good resources and these are readily accessible to enable the various activities to be studied effectively. There are three main areas for teaching design and technology and they are equipped with workbenches and all necessary tools. The school is particularly well resourced in the food technology

department with three ovens, one of which is portable, and all the necessary utensils to ensure that topics can be fully covered.

108. As no direct teaching was seen it is not possible to make a judgement about the quality of teaching although the completed projects are evidence that good learning has been taking place. Particularly impressive was the Millennium Tapestry, a whole school project with each group contributing a panel. The reception classes took the theme of 'the home', Year 1 play and Year 2 school. Pupils were helped in this project by parents as well as teachers and using a variety of embroidery stitches produced a large tapestry featuring the life of the school children of Newport Infant School. Pupils all show an interest in the subject and said that this term they enjoyed the making of the shopping trolley and bags but enjoyed the cooking bits best!
109. There is a clear policy and scheme of work, which through liaison with the Foundation Stage ensures that pupils make progress. The scheme gives plenty of help to colleagues. The planning of lessons includes ideas for assessment and evaluation as well as all the necessary resources.

## **GEOGRAPHY**

110. It was not possible to see any lessons during the inspection because geography was not being taught. However, the evidence of previous class work and assessment exercises indicates that the pupils make satisfactory progress and that standards of achievement at the end of the key stage are also satisfactory.
111. The policy and scheme of work for geography are good. All areas of the National Curriculum are covered. There are some good cross curricular links as when pupils learn about dwellings in various parts of the world and use the knowledge of properties of materials they gained in science lessons. Pupils learn about contrasting locations when they correspond with children in Uganda, Spain and India. They learn to make simple plans and maps, to recognise landmarks and to use symbols for them in their map making. Resources and support materials for teaching the subject are good and the school makes good use of the local environment. Pupils are also taken on an annual field trip, for instance to the seaside.
112. There has been little change in provision for teaching and learning geography since the previous inspection. Standards of achievement remain satisfactory. Pupils continue to learn to appreciate the local area and to begin to understand environmental issues.

## **HISTORY**

113. No teaching of history was observed during the inspection because of the way the curriculum is planned. It had been taught in a four-week block immediately before the inspection. Teachers' planning, samples of pupils' work and discussions with pupils enabled judgements about standards to be made. Pupils' attainment is similar to that expected of seven year olds by the end of Key Stage 1. During the key stage pupils achieve appropriate standards and make satisfactory progress in their knowledge skills and understanding. This has been maintained since the last inspection.
114. In Key Stage 1 pupils have developed their understanding of why people in the past did things through their studies of famous British people and the lives of significant men and women. They have learned about Bessie Coleman, for example, and know that she was born a long time ago and that she is not alive now. As a result they make progress in their understanding of chronology. They develop an understanding of differences between ways of life at different times by understanding homework which requires them to ask their parents about games they played as children. They explore toys from different ages, linking it to science when considering the materials used. In religious education and science when looking at festivals, inventing light or the use of electricity, they use their historical understanding of time-scale. They develop their ability to research and find out about famous people through a variety of sources such as photographs, stories, pictures and the use of the internet. They make satisfactory progress. However, their written work does not always provide an accurate account of their understanding because of their difficulties in writing.
115. Because no lessons were observed it is not possible to make an overall judgement about the quality of teaching. However, samples of work and teacher's planning indicate that teachers have a good knowledge



of the topics they are teaching. They plan lessons effectively, enabling pupils to learn about the lives of, for example Thomas Edison. They use a wide range of resources well to promote learning when Year One pupils develop their understanding of past and present by looking at a range of objects such as flat irons, dust pans and old electric irons comparing them with modern-day objects. Assessment is used effectively at the end of each unit of work to determine what pupils have understood. There are good folders of work showing thorough assessment which is to be used to inform planning for future blocks of work.

116. The curriculum is well planned to ensure coverage of all areas of the subject. However the school is aware of the need to monitor the effect of planning in blocks to ensure that pupils retain their knowledge and understanding over time.
117. The co-ordinator manages the subject well. A subject audit identifies areas of need and pupils' work is monitored and folders of work retained. The quality of teaching in history is not yet monitored to identify the strengths and areas for development.
118. The resources for history are good and make a significant contribution to the development of pupils' understanding.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. As at the time of the last inspection, pupils' attainment matches national expectations at the end of the Key Stage. No specific teaching of information and communication technology was observed during the inspection. Therefore judgements were made from the planning, completed work, discussions with staff and interviews with, and observations of pupils. They are able to use control technology by programming and directing Roamer to follow a route. They have satisfactory word-processing skills and for example, change fonts, delete words and can place capital letters and full stops. They use graphics programs to create pictures using shapes, fill, brush and pencil tools. They use the Internet to find out information, for example; about Thomas Edison. The more able pupils can load programs and locate work saved, and can integrate text and graphics, and have an understanding of the uses of information and communication technology outside school.
120. There is evidence of some work in other areas of the curriculum; such as using adding programs in mathematics, however this time is not used for teaching computer skills. The teaching of information and communication technology skills is limited to the blocked periods each term. As there is only one computer in each classroom this must have some implications for; the amount of time individual pupils can spend learning and practising the skills being taught and therefore the amount of progress individuals can make.
121. The subject is enthusiastically and well co-ordinated. Since the last inspection the school has purchased more equipment in particular more programmable toys. As a result of being in the first phase of the National Grid for Learning, the school has for example bought CD-ROM's for all Year 2 classes. There are resources specifically for pupils with special educational needs such as concept keyboards and also the purchase of some additional software. Staff workshops on aspects such as using computers in other areas of the curriculum have been held. The school has recently helped to develop the local authority's assessment scheme, which is soon to be implemented.
122. The planning shows coverage of the national curriculum. However no evidence was seen of any music or data handling programs.

### **MUSIC**

123. Standards in music are as expected for the ages of the pupils. Pupils enjoy singing a range of songs from memory, and most respond appropriately to a steady beat, by tapping or clapping in time. They are able to sing louder and softer and for the most part sing in tune although there are a few who have a tendency to shout. All pupils enjoy linking words and actions to well known songs such as 'Jumping Crackers' and 'The wise man built his house upon the rock.' Pupils are able to identify the more common musical instruments. When listening to the music from the 'Royal Fireworks Suite' they were able to identify trumpets and violins. The appraisal of music is linked to the music, which is played in assemblies and at lunchtime. In their lessons pupils learn a little about the piece and the composer used each week.

124. There are many opportunities for performing and during a singing lesson a few pupils, chosen at random, accompanied the song with percussion instruments including tambourine, cymbals, maracas and a drum. The song was performed several times so that all had the chance to play an instrument.
125. The quality of teaching and learning is satisfactory. The school's music specialist takes all music lessons. Music sessions are suitably organised and in most lessons pupils are well managed although, there are a few disruptive pupils in a Year 2 class who affect the progress made by the class. Most pupils have positive attitudes to the subject and are moved to describe their feelings when listening to various pieces of music.
126. The music room provides a good resource and includes a display of various instruments from different countries. There is also a satisfactory range of untuned percussion, which are used frequently in lessons.

## **PHYSICAL EDUCATION**

127. By the end of Key Stage 1 pupils reach standards which are similar to those expected of seven year olds. Their achievement is satisfactory and they make progress in their knowledge, understanding and level of skill. This has been maintained since the last inspection. Physical education makes a good contribution to the social development of pupils as they learn to work together, share and co-operate to achieve successful outcomes. Good links are also made with other areas of the curriculum, for example literacy and music. During the inspection only a narrow range of activities was observed. However, teachers' planning and record keeping and discussion with the co-ordinator demonstrate that a broad and balanced curriculum is provided. Pupils of all ages achieve appropriate standards for their ages in those aspects of the curriculum not directly observed during the inspection.
128. In Year 1 pupils are developing a sound understanding of spatial awareness when working with a parachute. They learn to respond quickly and effectively to instructions when told to change places with other pupils, running under the 'inflated' parachute. They develop their finer motor control skills when trying to move a ball around the top of the parachute to locate it in particular places. In these activities they develop very important skills of working together, helping one another and teamwork to achieve a common objective. Good use of language is also promoted as they lift higher, or lower, bend or stretch or move to the left or right to get the ball in the correct place.
129. In Year 2 spatial awareness is further supported as pupils respond to music to demonstrate their reaction to different fire-works sounds. They learn to curl and explode like a rocket or to spin like a wheel. They develop their skills in moving around the hall in different directions and at different speeds. Again, a good contribution is made to the language and social development of pupils through extensive re-inforcement of co-operative skills and words such as 'explode', 'curl', and 'stretch'.
130. The quality of the teaching is satisfactory. Sometimes it is good. Lessons are always well-planned with clear objectives and these are shared with the pupils. For example in Year 1 pupils were very clear about working together and the importance of teamwork when working with the parachute. Lessons move at a good pace maintaining pupils' interest and enthusiasm. Teachers use pupils' performances to provide examples of good work but often miss opportunities to question them about why things are better than others and what is less successful and why.
131. Pupils enjoy their lessons contributing well with positive attitudes and behaviour. They co-operate well, share ideas and enjoy the success of others. The quality of teaching is not yet systematically monitored, although the co-ordinator is effective in monitoring planning and ensuring a broad and balanced experience for pupils across the key stage. Resources for physical education are good.

## **RELIGIOUS EDUCATION**

132. Standards in religious education are satisfactory. Pupils understand that there are several different religions with their distinct philosophies, celebrations and customs. They make satisfactory progress in both strands of the subject; 'learning about religion' and 'learning from religion'.
133. In the few lessons that it was possible to see during the inspection the quality of teaching was consistently good. Much of the curriculum content is taught through story, drama, and discussion. The very good relationships which exist throughout the school make a very good contribution to the success of the lessons. Pupils are attentive, interested and eager to contribute. Teachers plan their lessons well and match the content carefully to the age and the level of attainment of the pupils. At the end of each topic a piece of work is assessed individually so that progress can be monitored.
134. The curriculum is drawn from the locally agreed syllabus. There is a good balance of "learning about religion" and "learning from religion". The multi-faith approach is very successful in including all pupils. It features celebrations and festivals as well as family life, relationships, customs, ethics and morals. Religious education is closely linked with personal and social education. The themes chosen for assemblies also add to the religious education curriculum. The lessons provide good opportunities for the pupils to learn about various beliefs and attitudes to life. The pupils are encouraged to reflect on all that they learn so that they can begin to form a personal philosophy.
135. Resources for teaching and learning are good. The school has a good collection of objects from a wide range of religions and cultures which enable the pupils to have first hand experience of things which are special to different groups of people. Occasional visitors also extend the pupils' experience by explaining their customs and beliefs.
136. Since the previous inspection there has been little change. Standards of achievement remain satisfactory, but quality and range of resources is now good.