

# INSPECTION REPORT

## **CLORE TIKVA PRIMARY SCHOOL**

Iford, Essex

LEA area: Redbridge

Unique reference number: 131682

Headteacher: Michael Jackson

Reporting inspector: Godfrey Bancroft  
4687

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> March 2001

Inspection number: 230488

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 6

Gender of pupils: Mixed

School address: Fullwell Avenue  
Barkingside  
Ilford  
Essex

Postcode: IG6 2JN

Telephone number: 0208 551 1097

Fax number: 0208 551 2070

Appropriate authority: The governing body

Name of chair of governors: Rabbi Maurice Michaels

Date of previous inspection: No previous inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3687	Godfrey Bancroft	Registered inspector	Mathematics Design and technology Geography Physical education Areas of learning for children in the Foundation Stage	What sort of school is it ? The school's results and pupils' achievements How good are curricular and other opportunities offered to pupils ? How well is the school led and managed ? What the school should do to improve further
9736	John Brasier	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils ? How well does the school work in partnership with parents ?
15271	Brian Farley	Team inspector	English Information and communication technology Special educational needs	

28320	Bob Willey	Team inspector	Science Art and design History Music Equal opportunities	How well are pupils taught ?
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is voluntary aided and caters for the whole Jewish community. It opened in temporary accommodation in September 1999, moving to the current, purpose built site in September 2000. At the time of the inspection there were 91 pupils on roll. The majority are of white UK heritage and there are none for whom English is an additional language. They are taught in a Nursery, two reception classes and a Year 1 class. The proportion of pupils eligible for free school meals and the proportion with special educational needs are well below the national average.

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

This is a good school with some significant strengths. Assessments administered shortly after children enter the reception classes indicate their attainment to be above that usually found for their age group. By the time they are ready to leave the reception classes to begin the National Curriculum they achieve standards that exceed those identified by the early learning goals for their age group. The oldest pupils, those in Year 1 at the time of the inspection, attain standards that are in line with those expected for their age. The quality of teaching is good. This is a very new school and as a result of the challenges faced in moving from temporary accommodation to a new site some aspects of development are at their embryonic stage. The school recognises this and has a plan clearly showing how developments are expected to take place in the future. The quality of leadership and management is also good. The school gives satisfactory value for money.

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

- Attains high standards supported by good teaching and learning in the nursery and in reception classes.
- Children, especially those in the nursery and reception classes show good attitudes to their learning.
- Provides good curriculum and learning opportunities.
- Makes very good provision for pupils' spiritual, moral, social and cultural development.
- Promotes strong partnerships with parents.
- Has very good systems for monitoring and assessing the attainment and progress made by pupils.
- Very good leadership and management, including the contribution made by the governing body to the development of the school.

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

- The provision made for the control and data handling sections of the curriculum for information and communication technology.
- The progress made by the oldest pupils, those currently in Year 1, who have special educational needs.
- The provision of subject policies and designated leaders for those subjects that currently do not have them.
- The attainment and progress made by the oldest pupils in physical education.

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

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

This is a new school that has not been inspected previously.

### **STANDARDS**

There are no national test results with which comparisons with other schools can be made. During the summer of 2002 the oldest pupils, those in Year 1 at the time of the inspection, will be the first from the school to take the national tests for seven year olds. The school has set suitably challenging targets for attainment in these tests. These targets and inspection findings indicate that by the time pupils take the tests overall attainment is likely to be close to that expected for their age with some higher attaining pupils on course to attain levels above those expected for their age.

Children currently in the nursery and reception classes make good progress and are on line to exceed the levels identified by the early learning goals for their age group in all areas of their development by the time they begin work on the National Curriculum.

The oldest pupils are currently making satisfactory progress and are attaining standards in English, mathematics and science that are in line with those expected for their age. Their attainment in geography is above that expected for their age. However, in physical education it falls below the expected level. Attainment in all other subjects is broadly in line with the expected levels for the age group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children clearly enjoy attending the school and many are enthusiastic learners.
Behaviour, in and out of classrooms	Good. The exception to this is those pupils currently in Year 1 who have special educational needs. Some of these pupils currently show significant emotional and behavioural difficulties. However, the school is providing good support for these pupils.
Personal development and relationships	Very good. Children work well together. They show each other kindness and consideration based on the good examples provided by their teachers and other staff. They relate well to adults.
Attendance	Good. Above the national average.

These aspects are strengths of the school. The overall provision is very good, particularly during the Foundation Stage of children's education.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall 26	Good	Satisfactory

*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.*

During the inspection there was no unsatisfactory teaching and two thirds of the teaching was judged be good or very good.

The quality of teaching is good in all areas of learning in the Foundation Stage. For the oldest pupils the quality of teaching in English is satisfactory and in mathematics it is good. The teaching of literacy and numeracy to the oldest pupils across the curriculum is satisfactory. The school meets the needs of most of its pupils effectively. However, whilst good provision is made for those oldest pupils who have special educational needs these pupils are not yet making sufficient progress.

Teachers assess the attainment and progress made by their pupils thoroughly. They use the information they gain from these assessments to plan what they will teach next. This ensures that activities are suitably matched to the abilities of their pupils, who respond enthusiastically. They usually work hard and many sustain their concentration and interest for long periods of time.

Teachers and children in the nursery receive very good support from their nursery nurses and throughout the school teachers' assistants make a significant contribution to the good provision.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school makes good provision. This is enhanced by good opportunities for pupils to do Hebrew and Jewish studies. There are too few opportunities for the oldest pupils to study control technology and data handling as part of information and communication technology.
Provision for pupils with special educational needs	The provision made for these pupils is good and they are supported well. The poor behaviour of some of the oldest pupils with special educational needs restricts the progress they make.
Provision for pupils with English as an additional language	There are no pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for this aspect of development is very good. These aspects are central to the aims and ethos of the school and they are promoted very effectively.
How well the school cares for its pupils	Procedures for monitoring the academic performance and personal development of pupils are very good. Teachers assess pupils' performance thoroughly and use the information they gather effectively to ensure pupils make appropriate progress.

This is a school in which everyone feels valued. There is a strong partnership with children's parents and works very closely with them. They are made to feel very welcome when they visit and they play an active part in the life of the school. Parents make a significant contribution to the security of pupils at the beginning and end of each day. This feature is a high priority for the school.

Teachers work together closely under the leadership of their headteacher to plan the curriculum. This ensures that transition between classes and between the Foundation Stage and the National Curriculum is smooth.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, with a clear vision for the future, good development planning procedures and a shared commitment to improvement.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties effectively. Procedures for financial management are good with sound application of the principles of best value. The role of the governors in shaping the direction of the school and in providing support is excellent.
The school's evaluation of its performance	Governors have developed good arrangements to judge the quality of provision. The head teacher monitors the quality of teaching regularly and has established an ethos in which all concerned are committed to constant improvement following the analysis of their performance.

The strategic use of resources	Resources are good for all subjects and areas of learning. The teaching staff are well qualified and the governors and headteacher have invested wisely in the provision of nursery nurses and assistants to support the teachers. The quality of accommodation is excellent.
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The leadership provided by the governing body and the headteacher is a strength. Teachers undertake their additional duties, for example, subject leadership, efficiently and effectively. The school has yet to appoint leaders for some subjects. However, as the school expands it plans to appoint additional teachers with expertise in those subjects that do not yet have a subject leader.

Governors, headteacher and all staff work together closely to manage the resources available to the school efficiently and great care is taken to ensure the school benefits from gaining the best value for money in all its transactions.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like the school.</li> <li>• The school expects their children to work hard.</li> <li>• They feel comfortable when approaching the school.</li> <li>• Their children are making good progress.</li> <li>• The quality of teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how well children are getting on</li> <li>• The range of activities provided by the school.</li> </ul>

The inspection team agrees with the positive views of parents and carers stated above. However, in our judgement the information provided for parents and carers about how well their children are getting on is good. The school also provides an interesting and stimulating range of activities for its pupils.

## **PART B: COMMENTARY**

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

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

1. There are no national test results with which comparisons with other schools or national patterns for attainment can be made. During the summer of 2002 the oldest pupils, those in Year 1 at the time of the inspection, will be the first from the school to take the national tests for seven year olds. The school has set suitably challenging targets for attainment by these pupils in the tests. These targets and inspection findings indicate that by the time pupils do the tests overall attainment is likely to be close to that expected for their age. A significant proportion of pupils are on course to attain levels above those expected for their age.
2. Children currently in the nursery and reception classes make good progress and are on line to exceed the levels identified by the early learning goals for their age group in all areas of their development by the time they begin work on the National Curriculum.
3. There are no significant differences in the attainment of pupils by gender, ethnicity or by social background. However, those pupils in Year 1 who have special educational needs are currently not making satisfactory progress. Within the same class is a group of higher attaining pupils who are likely to exceed the expected standard for English and mathematics by the time they do the national tests at the age of seven.
4. Where appropriate, pupils with special educational needs have clearly written and detailed individual education plans. Most of these plans have the overriding target of improving the challenging behaviour of a number of pupils in Year 1 so that they learn more effectively. The progress made by pupils to achieve this main target is slow and unsatisfactory overall. This is mainly because the school has insufficient access to a suitably wide range of teaching and behaviour management strategies.
5. Standards in literacy and numeracy across the curriculum are close to those anticipated for the age group. Pupils apply these skills suitably in most subjects when they are presented with opportunities to do so. The successful introduction of the national strategies for these subjects by teachers is having a positive effect on standards.
6. The oldest pupils are currently making satisfactory progress and are attaining standards in English, mathematics and science that are close to those expected for their age. Their overall attainment in speaking and listening, reading and writing are all close to the expected standard.
7. With few exceptions, attainment in most other subjects is close to that expected for pupils of this age. Their attainment in geography is above that expected for their age. However, in physical education it falls below.

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

8. Pupils show good attitudes to the school and are clearly keen and eager to attend. They show great enthusiasm for their learning, obviously enjoying the good range of opportunities provided by the school to support the progress they make. Many parents report their children are eager to share their pleasure and enjoyment of the activities they experience at school with them. Most pupils are enthusiastic learners. They are

always eager to answer questions are most sustain their effort and concentration for significant periods of time.

9. Behaviour, with the exception of a small but significant number of pupils with special educational needs, is good. Sometimes these pupils are disruptive and at times this behaviour disrupts the progress of others. However, the school has done all within its power to ensure these pupils are supported well and procedures to manage their behaviour are effective. There are no recorded exclusions. Incidences of oppressive behaviour, including bullying, sexism and racism, are virtually unheard of. This is based on the good examples set for pupils by adults and by the consistent application of the schools policies and procedures for dealing with such issues. This is a caring school that places great emphasis on pupils recognising and responding to the needs of their fellows and being aware of the impact of their actions on others. They do this well, showing great affection, regard and support for each other. As a result relationships between pupils and between pupils and adults are good.
10. Most pupils are usually eager to help with tasks during lessons and around the school. They respond appropriately to the well established and consistently applied procedures for organisation and there is no shortage of volunteers when jobs need to be done. Teachers are careful to ensure that all pupils have opportunities to do jobs. The pupils respond well to the trust placed in them, undertaking their duties diligently and showing they are proud to be involved.
11. Attendance is good and unauthorised absence below the national average. Lessons start on time and there is very little lateness. Registers are maintained appropriately.

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

12. Teaching is good overall. Over two thirds of the lessons observed were good or better. There is no unsatisfactory teaching.
13. Teaching in the Foundation Stage is good with almost three quarters of lessons good or better and over one quarter very good. Teachers are supported very well by their classroom assistants, who are well briefed by teachers prior to the start of lessons. Teachers know their children well and enjoy good relationships with them. Planning is good and the quality and use of ongoing assessment is very good. In the nursery, classroom assistants and students support the teacher very well. All adults assess children in the activities they were leading. Good planning and very good assessment contributes well to learning experiences for children and learning is good. Tasks are stimulating, wide ranging and challenging. Questioning is well focused and the development of children's vocabulary is good. Lessons often move at a brisk pace and teachers make good use of time and resources. As a result of the good quality of teaching in the Foundation Stage, children respond to activities enthusiastically and sustain their interest well. Children listen well and higher attaining pupils contribute significantly to the quality of classroom discussion. There are many opportunities for social development and these establish good habits and routines and children respond sensibly and maturely. Children tidy up well, support and care for each other and respect and care for the resources they use in and around their classrooms. Teachers work successfully to create a lively and interesting range of learning opportunities for children and early learning goals are very well met.
14. Teaching for the class of Year 1 pupils, who are five and six years old, is at least satisfactory and often better. Teaching is good in about one-third of lessons. In the good lessons, the teacher is well supported by classroom assistants who minimise

the influence of a minority of inattentive pupils. The teacher provides very positive support for good behaviour and makes good use of opportunities to praise the thoughtful and sensible responses of pupils. Planning is sound and the assessment of pupils' work and progress is good. This is used well to inform future planning and teaching. Teachers question carefully to ensure that new vocabulary is understood and tasks are well suited to pupils' abilities, particularly in English and mathematics.

15. Occasionally lesson time is not managed well and some lessons are shortened or overrun. For example, in a music lesson pupils returned from another group before the content of the lesson had been fully covered. In good lessons pupils respond enthusiastically and build securely on their previous knowledge. In a science lesson on materials and their properties, the teacher asked why the pupils thought glass was a good idea for a window. Pupil responses identified the facts that you can see through it and it is strong. Higher attaining pupils are given good opportunities to enhance the quality of class discussion. When asked why pottery might not be a good material for making toys, pupils said that it broke too easily and that "it would be dangerous to children". Teachers work effectively to ensure that pupils' attainment and progress is not inhibited by those that sometimes call out or display inappropriate behaviour. This is most successful when teachers are well supported by classroom assistants.
16. Teachers long, medium and short term planning of what they will teach is good. Guidance from the Local Education Authority, the Qualifications and Curriculum Authority and the national strategies for literacy and numeracy, is well used. However, there is currently no consistent format and this is a weakness. The school is aware of this and is working towards the introduction of a common format. Opportunities to extend pupils' knowledge and understanding of their own learning by the sharing of objectives at the beginning of lessons and the discussion of the progress they have made at the end of lessons are often missed. However, targets for pupils' attainment are well devised, particularly in English and mathematics, and this contributes significantly to pupils' understanding of how well they are achieving.
17. Individual education plans provide clear targets for pupils with special educational needs. Teaching assistants and the headteacher provide good support to pupils and work in close liaison with the class teachers. Further training for teachers and teaching assistants in behaviour management is required; the special educational needs coordinator is aware of this need. When pupils are withdrawn from class this is done to provide them with close support, particularly when their behaviour obstructs their learning. Good use is made of positive reinforcement of their good conduct when those pupils who often exhibit challenging behaviour respond well.
18. The teaching of literacy across the curriculum is sound and the teaching of numeracy good. Teachers frequently create suitable opportunities for pupils to apply their skills and understanding of numeracy and literacy in subjects other than English and mathematics.

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

19. The quality and range of learning opportunities provided during the Foundation Stage and for the oldest pupils is very good. The statutory requirements for the National Curriculum and other aspects of provision are met in full with the exception of opportunities for pupils to develop their knowledge of control technology and data handling within information and communication technology. The school recognizes

this deficiency and has documented its plans to improve the provision to include these aspects. There is equality and access of opportunity to all aspects of the curriculum for all pupils. The quality of education is greatly enhanced by the inclusion of Hebrew and Jewish. This makes a significant contribution to the strong ethos of the school.

20. The planning documentation to support pupils with special educational needs is of good quality with appropriate focus on their individual needs. All individual education plans are up to date and reviewed regularly. Class teachers have the main responsibility for the learning of these pupils and they are well supported by teaching assistants. Pupils are usually supported in class, but, at times, they are withdrawn for closer support when necessary.
21. Strategies for teaching basic literacy skills are satisfactory, those for teaching basic numeracy are good.
22. The schools provision for extra-curricular activities is embryonic. It is appropriate for the age of the pupils and includes an Israeli dance club and a football club, led by parents. Both activities are well attended and pupils participate with great enthusiasm.
23. Very good provision is made for the promotion of pupils' spiritual, moral, social and cultural development. Their spiritual development is enhanced significantly by assemblies and by their work in art and literacy, and especially by the strong programme of Hebrew and Jewish studies. There is a special assembly each Friday, to which parents are invited, that is a preparation for the Sabbath.
24. Provision for moral development is strong. This is a central part of the school's ethos and pupils benefit greatly from the consistent examples provided by the staff. Pupils are given strong messages about helping and caring for each other. They are awarded a 'brick' on the wall outside the hall on which their kind and helpful actions are recorded for all to celebrate. The provision for pupils' social development is also very good and there are many good opportunities for pupils to develop their social awareness. For example, in the nursery children are advised that refusing to play with someone when you are invited to is not an option.
25. The pupils' understanding of the Jewish culture and heritage is developed well. The school also works effectively to promote their understanding of other cultures and traditions, providing many positive images of other lifestyles and communities.
26. Links with the Jewish community are strong and make a significant contribution to the quality of education. Relationships with partner institutions are in the early stages of development and are satisfactory.

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

27. The school cares well for its pupils. It is a safe place, with excellent arrangements for the safety of the children and a good concern for their welfare. There are very good assessment procedures and good behaviour is promoted effectively.
28. There are thorough safety inspections and recommendations are implemented. Supervision at playtimes is good and parents contribute to the safety of children before and after school. All the expected safety procedures are in place and the welfare of the children is provided for successfully.

29. Child protection procedures are in place, but the nominated person, who is relatively new in post, has not yet received training. Adults in the school have received sound advice on what to look for and how to respond in the event of any disclosures or incidents. Arrangements to monitor attendance are satisfactory.
30. Procedures for monitoring and promoting appropriate behaviour are good. A behaviour policy has been recently agreed, after extensive consultation to ensure ownership by those who have to implement it. Great emphasis is placed on ensuring that the children feel valued and have high self-esteem. This philosophy is supported by effective reward systems, ranging from the 'Golden Book' to an appreciative smile. Oppressive behaviour is discouraged by the school's moral and social provision and its successful emphasis on helping and caring for your neighbour.
31. Assessment procedures are very good. Pupils' academic and personal development is carefully charted in all lessons and plans to meet their needs are often modified as the result. For example, in Year 1 pupils have targets for their attainment and progress taped to their desks.
32. The school has good procedures to identify and monitor the progress made by those pupils that have special educational needs. The special educational needs coordinator has the main responsibility for assessment and setting targets for these pupils. The Education Psychological Service provides some support to develop appropriate intervention for pupils with challenging behaviour. However, too few pupils have the level of support from agencies outside of the school that their special needs require.

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

33. Parents love the school. They appreciate the close links it creates with them, the good quality of communications, the high standards of care, the promotion of good behaviour, the progress their children make and the quality of the teaching. There is a minority view amongst the parents of the younger children that they would like to know more about how they are progressing. The inspection team supports the parents' positive views about the school and judges the information provided for parents about how children are progressing to be good.
34. The school provides good information to parents. The annual report and prospectus are easy to read, have high quality content and are well produced. There are frequent informative newsletters. There are progress meetings twice a year. These are arranged to ensure that most parents are able to attend. There are meetings every term about the curriculum, also arranged so that the majority of parents can attend if they wish. Annual reports to parents about their children's attainment and progress are factually accurate but contain no targets for improvement.
35. The school has written procedures regarding liaison with parents of those pupils with special educational needs. Parents are fully involved with the school in all of the aspects that affect their children. However, the name of the teacher who has responsibility for the provision and coordination of special educational needs is not clearly made known to all parents.
36. Parents are fully involved with the life of the school through the Parent Staff Association, which successfully arranges social events and raises money for the school. Parents attend assemblies on Fridays and came to watch a special Passover meal. There is a concert for them at Chanukah. They perform various

tasks for the school and help with reading at home. They are generous in their financial support for the school, for example, the first social event, a quiz night, raised over £1000.

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

37. The school benefits greatly from the strong leadership and management provided by the governing body, headteacher, and members of staff with responsibilities. Of particular note is the high quality of leadership provided for the foundation stage of children's education. All staff share a strong commitment to the continual improvement of provision and the raising of educational standards. Planning for improvement is well structured. It clearly identifies what the school needs to do to maintain the current good rate of development and is effective in linking the use of available resources to the educational priorities identified for development.
38. Some subjects do not currently have appointed leaders for their development or schemes of work on which to base teaching and learning. This is a weakness that the school needs to address. However, where subject leaders are in place they fulfil their roles efficiently and effectively.
39. The school has a clear plan to develop its special educational needs provision. There is good liaison between the coordinator and the teaching support assistants. Governors have a keen interest in the way in which the school is developing its provision, but are not yet fully aware of all aspects. There are some good links being developed with outside agencies. The coordinator, who has a number of other key responsibilities in the school, has worked hard to train the teaching assistants in appropriate skills and more training is planned. The policy has a number of omissions of which the school is aware.
40. The governing body fulfils its statutory duties effectively and governors provide excellent support for the headteacher and his colleagues. The governors' role is particularly effective in providing good financial management and ensuring application of the principles of best value in purchasing and allocating the resources for learning. The role of the governing body in shaping the direction and establishing the strong ethos of the school is excellent. It is the commitment and vision of many members of the current governing body that has ensured the establishment of the school and underpins the high regard in which it is held in its community.
41. Arrangements that allow the governing body to judge the quality of education provided by the school are robust. Many are frequent visitors to classrooms and these are welcomed and appreciated by staff. The headteacher and subject leaders monitor the quality of teaching regularly, identifying areas for improvement to which colleagues respond readily. The headteacher and his staff have rapidly established an ethos in which all concerned are committed to constant improvement following the analysis of their performance.
42. Arrangements for the development and support of staff are very good. They meet together each week to discuss school improvement and ensure understandings are shared for the benefit of all concerned. The school recently undertook a very successful development visit to Israel to consider a range of school improvement issues, including the provision made for Jewish and Hebrew studies.
43. This is a new school and resources for learning are good for all subjects and areas of learning. The governors and headteacher have ensured resources have been spent

and allocated wisely. For example, in the provision of nursery nurses and other staff who provide good very good support for teachers throughout the school.

44. The accommodation and school grounds are excellent. Classrooms are spacious and well equipped. Very good specialist accommodation is in place for teaching information and communication technology and food technology and these will shortly be available for use.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. Create more opportunities for pupils to experience the control and data handling parts of the National Curriculum programme of study for information and communication technology by:

- undertaking an audit of the curriculum to identify when these aspects might be taught;
- including the identified opportunities, in the policy and scheme of work for the subject;
- ensuring that the identified opportunities are recorded in teachers' planning;
- monitoring the coverage of the subject to ensure adequate attention is given to these aspects.

Paragraphs: 19/115.

Ensure those pupils with special educational needs currently in Year 1 make better progress by:

- recognising and meeting their needs fully and providing access to sufficient support.

Paragraphs: 4/9/14/17/32/35/37/74/79/81/89.

Appoint subject leaders and develop policies for those subjects that currently do not have them.

Paragraphs: 38/100/112/119.

Raise standards in physical education for the oldest pupils so that their attainment and progress matches that expected for their age by:

- ensuring they have sufficient opportunities to develop and enhance their abilities, knowledge and understanding of the subject.

Paragraphs: 7/120/121.

These areas for improvement should be considered alongside the many strengths of the school. The school is aware of the issues and is well placed to address them.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	17%	59%	33%	0%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	R – Y1
Number of pupils on the school's roll (FTE for part-time pupils)	29	62
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	R – Y1
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	4.3

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.3

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
	N/a	N/a	N/a	N/a

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 2 or above	School	N/a	N/a	N/a
	National	N/a	N/a	N/a

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 2 or above	School	N/a	N/a	N/a
	National	N/a	N/a	N/a

There are no national test results with which comparisons with other schools can be made. During the summer of 2002 the oldest pupils, those in Year 1 at the time of the inspection, will be the first from the school to take the national tests for seven year olds.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: R – Y1**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	15.5
Average class size	21

#### **Education support staff: R – Y1**

Total number of education support staff	7
Total aggregate hours worked per week	98.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	3
Total aggregate hours worked per week	88

Number of pupils per FTE adult	7.25
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	165,073
Total expenditure	127,456
Expenditure per pupil	3,057
Balance brought forward from previous year	0
Balance carried forward to next year	37,617

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	2	0	0
My child is making good progress in school.	64	33	0	2	0
Behaviour in the school is good.	43	43	7	2	5
My child gets the right amount of work to do at home.	29	33	5	5	29
The teaching is good.	60	33	0	0	7
I am kept well informed about how my child is getting on.	48	31	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	74	14	5	0	7
The school works closely with parents.	45	38	14	0	2
The school is well led and managed.	40	40	2	7	10
The school is helping my child become mature and responsible.	57	31	0	2	10
The school provides an interesting range of activities outside lessons.	26	33	14	7	19

## **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**

46. Assessments undertaken whilst children are in the nursery and by the school shortly after pupils start in the reception class indicate attainment to be above that expected for the age groups.
47. By the time children are ready to leave the Foundation Stage of their education to begin the National Curriculum their attainment is above that expected for their age in all aspects of development. They achieve high standards and exceed the early learning goals identified for this stage of their education in all aspects of their development.
48. The quality of teaching and learning provided during this stage of children's education is good. Often the quality of teaching is very good. In their planning and in all other aspects of their work teachers show good understanding of the principles of the Foundation Stage and of the early learning goals expected of the age group. They apply these effectively and this makes a significant contribution to the good progress children make.
49. Teachers and their assistants are technically competent in teaching and supporting pupils' development in phonics and other basic skills. This enables pupils to achieve high standards in their communication, language and literacy development and in their mathematical development. Children are also making good progress in the use of computers.
50. Teachers plan effectively and have high expectations of what the children are capable of achieving. They have detailed individual plans of what will be taught to each child. Teachers and their assistants from the nursery work closely with their colleagues from the reception classes to ensure children progress smoothly between these stages of their education and continue to make good progress. They set clear and challenging objectives for children's learning and have high expectations of how well they expect them to achieve. Children respond well to this by working hard, sustaining their concentration for long periods of time and behaving well. The teaching often captures the children's interests and they are usually excited and interested learners.
51. The range of activities provided by teachers for their pupils is matched well to their needs and abilities and teachers consistently use methods that enable children to learn and achieve effectively. Teaching is invariably typified by enthusiasm, encouragement and the frequent celebration of children's successes and endeavours.
52. The quality of provision in the nursery and reception classes is enhanced by excellent accommodation and very good resources that support children's learning effectively. They have access to an excellent outdoor play area containing a very good range of large toys and climbing apparatus that enable their physical and social skills to develop well.
53. Teachers' assistants make an excellent contribution to the progress children make and to the good standards they achieve. They lead groups of pupils effectively in a

wide range of activities that support their learning, often capturing their imagination, interest and enthusiasm.

54. Very good arrangements to assess children's achievements and progress are in place. Teachers, nursery nurses and assistants all apply these arrangements thoroughly and accurately. Good use is made of the information they gather to ensure subsequent teaching and learning activities are closely matched to the needs and abilities of the children and this helps to maintain the good progress made by many.
55. Parents make a very positive contribution to the education of their children. Many take time to visit classrooms and discuss the progress their children are making with the teachers and their assistants. Teachers work effectively to ensure parents are aware of what their children are going to learn and how well they are achieving and progressing. Teachers provide parents with valuable insights into the work their children are doing by displaying details of the Foundation Stage in prominent places, where it may be seen by parents, and by annotating displays and samples of children's work with details of the skills they have used and the early learning goals they are working towards.

### **Personal, social and emotional development**

56. In the nursery children are appropriately confident. This is based on very good teaching the excellent support they receive from their teachers and helpers who recognise and celebrate their successes consistently. The majority of children form good relationships with each other and with adults. They are happy to take turns and share, often by negotiation, and are considerate of others. Their behaviour is good and they understand and respond well to classroom protocols and understand features of the organisation. This is possible because teachers have high expectations that they apply consistently. Teachers in the reception classes build effectively on the good work of the nursery and throughout the Foundation Stage children concentrate well and sustain their efforts and interest. They do this with increasing independence in reception classes. In these classes they cooperate very well when working together, for example, when playing outside with the large toys. Often they help each other to solve problems and make suggestions about how their work might be improved.

### **Communication, language and literacy**

57. In the nursery, children's speaking and listening abilities are developing well. The quality of teaching is good. Pupils often answer questions and conduct conversations with their friends and with adults. They are eager to talk about what they are doing. Frequently they explain this with considerable detail. They enjoy listening to stories and are able to recall and comment on stories they have heard. When teachers read stories children often join in, offering their opinions, and relating what they hear to their own experiences. Teachers use questions very effectively, enabling children to draw on and talk about their own experiences. Writing skills are also developing appropriately. The highest attaining children write their own names and other letters legibly. Others recognise their names in the written form. For example, when they arrive at school they collect their own name labels from a central table.
58. In the reception classes teachers provide children with a very good range of opportunities to develop their communication and language skills. They stimulate children's interest and enthusiasm for language effectively. Sometimes they do this by using other languages, often addressing pupils in French. One pupil responded to

using the terms large and small by saying them in Russian. They also count and recite rhymes in Hebrew. Most can write their name and higher attaining children are beginning to write short stories about their experiences. When children write sentences teachers share the analysis with the whole class and this helps everyone to make progress. Most have very neat handwriting for their age. The standard of their spelling is beyond that expected for their age. For example, they write the initial sound of long words such as 'injection' and 'jellyfish' correctly. The majority of children read well, matching words, such as 'alligator' and 'antelope', to pictures correctly. During shared reading sessions teachers make good use of questioning. This helps children to reflect and understand the text. In writing and in reading children are linking sounds to words successfully.

59. Throughout the Foundation Stage teachers deliberately use long words that they know the pupils do not understand. They ask children to attempt to explain what they think the word might mean. Teachers then provide just the right amount of help for children to grasp the meaning and context of the word, extending their vocabulary effectively. Teachers have very good story telling skills that capture the imagination of children. They often create opportunities for children to make predictions about what might happen next in stories. This also enables children to link events in stories to examples of their own.

### **Mathematical development**

60. Many children in the nursery and reception classes attain standards in their mathematical development that exceed those expected for their age and the quality of teaching is good. Pupils in reception are on course to exceed the early learning goals by the time they begin work on the National Curriculum.
61. Higher attaining nursery children recognise numbers to ten and count to ten quickly and correctly. When their teacher completes the register at the beginning of sessions children join in and count the number present. When they do this they count to twenty and beyond easily. They know the sequence of the days of the week and can say what day it is. They correctly identify simple two-dimensional shapes, such as circles, triangles, squares and rectangles and extend simple repeating patterns using these shapes. They understand terms, such as 'bigger than' and 'smaller than' and apply them when explaining the size and quantity of amounts and commodities.
62. In reception classes, most children write numbers correctly and add single digit numbers to ten. Higher attaining children add numbers up to one hundred and take away in twos. Some have used addition and subtractions of large numbers to find the size of the missing angle in a triangle and this far exceeds the early learning goals set for their age group and stage of development. Their teachers encourage them successfully to use appropriate mathematical language. For example, children make comparisons using terms such as 'shorter than' and 'longer than' and use terms, such as 'nearly full' to describe their observations about capacity. Children's knowledge of shape and space is good. They correctly identify and place two-dimensional shapes into the correct category. For example, they know a regular five-sided shape is a pentagon. They also make comparisons between sets and explain why they have placed objects in particular groups by shape, size or colour.
63. Teachers are very enthusiastic in the way they develop children's mathematical knowledge. They, in turn are enthusiastic learners. There was great excitement when they built a structure from a construction kit designed to reach the ceiling and estimated how many pieces would be needed for this.

## Knowledge and understanding of the world

64. The quality of teaching is very good. Teachers in the nursery provide very good opportunities for children to develop their knowledge and understanding of the world. There are frequent opportunities to work on computers and all pupils have regular access to the 'Internet Café'. When they do this, children use the mouse correctly to drag shapes and symbols across the screen, forming pictures and following the instructions set by the various programs.
65. Children know what plants need to ensure growth. During the inspection they observed and recorded the growth of daffodils and planted seeds. They check the progress of their runner beans with great interest, monitoring their development daily, often without being reminded to by their teacher. They also discuss, record and make observations about the daily pattern of the weather. Regular opportunities are provided to discuss features of the environment and children are very sensitive to the need to care for and preserve this for others. Teachers also encourage pupils to explore materials effectively, asking questions such 'What does it feel like?' This also extends their vocabularies effectively.
66. The ways by which teachers enable children to learn about other cultures and beliefs is a great strength of the provision. A stimulating range of resources is provided, such as pictures of people with other cultural traditions and dolls representing a wide range of peoples and races. These provide positive images to support this development very effectively.
67. Children in the reception classes also show very good understanding of how computers work. In one lesson they showed this to the extent of attempting to solve the problem when the sound failed on one machine. They use the mouse, the keyboard and the toolbar successfully to make the computer undertake a range of functions. They often apply these skills independently. For example, they use the mouse to turn the pages of stories they are reading on the computer screen. Teachers also made good use of computers in a range of contexts to support children's learning.
68. The children's knowledge of what plants need to grow is extended effectively in reception classes, building on the foundation introduced successfully in the nursery. They record the growth of watercress and make observations about what is happening. For example, one child asked 'Do the yellow shoots need more water ?' They are also aware of environmental issues and the need to preserve the earth's resources, showing good understanding of the need for everyone to take care of the earth when they discuss these issues.

## **Physical development**

69. Most children in the nursery hold their pencils correctly when writing and handle tools safely and correctly, for example, when modeling with playdough. They build realistic models using a range of materials and construction kits. At these times it is clear their abilities to handle both small and large objects is developing appropriately based on the good range of opportunities provided by their teachers and their assistants. All children benefit from the good quality of teaching provided for them.
70. When playing outside on the large apparatus they move with appropriate freedom, control and confidence, showing good coordination when using large toys, such as tricycles and moving on the climbing apparatus. The school makes good provision for these activities with its excellent outdoor play area.
71. During physical education lessons children in the reception classes are able to move with good control, responding promptly to instructions from their teacher to stop and change direction when they run and move in other ways. In these lessons they help to move equipment, such as benches and mats, placing them safely and correctly in the places identified by their teachers. They move imaginatively in response to the challenges presented by their teachers to travel along and get off the benches in a variety of ways. They talk with understanding about the effects of exercise on their body, explaining that the heart acts as a pump and works during exercise.

## **Creative development**

72. The quality of teaching for this aspect of development is good. In the nursery, children are developing appropriate skills in painting and model making skills. They draw and paint from the observations they make and many have created very lifelike self-portraits. During opportunities to dance they respond to music with appropriate movements and during singing and music making they observe rhythms and keep time correctly. The majority of children are very active and imaginative during the very good range of opportunities for role-play. When their teacher reads Goldilocks and the Three Bears children take roles.
73. In reception classes children draw in great detail and use a range of materials effectively to produce collages. They are always eager to talk about their work and explain what they are doing in considerable detail. They show interest in and admire the artwork of others, showing their critical faculties when they discuss the quality of the work. Teachers provide children with a good range of opportunities for role-play, such as when they visit the doctor's surgery. Their responses in this, and other similar situations, is usually imaginative and mature, and they show considerable understanding and experience of the real world.

## **ENGLISH**

74. The findings of this inspection indicate that the oldest pupils' overall attainment in English is in line with national averages. Higher attaining pupils make satisfactory progress, but the progress of pupils with special educational needs is unsatisfactory because their behaviour adversely affects their capacity to learn effectively. In the lesson observed and in a sample of pupils' work there were no significant differences in attainment between boys and girls. There are no differences in the attainment of pupils from minority ethnic groups because the school is well aware of the need to provide equal access and opportunity.

75. The oldest pupils attain average standards in speaking and listening. They are eager to contribute to discussions, although a number find it quite difficult not to interrupt when others are speaking. However, most listen well and are attentive, particularly when the subject matter interests them. For example, they listened carefully when the teacher explained the use of the various keys to produce word processed captions for a screen image in an information and communication technology lesson. Pupils talk about their work readily and they respond to what others say with interest. When pupils speak they are audible and mostly confident.
76. Standards in reading attained by the oldest pupils are average. Through their work in the literacy hour, they have a good understanding of how books are organised and know such terms as 'author' and 'contents'. Pupils of average achievement often read quite fluently and some aspects of expression in reading are beginning to emerge. They use phonics when tackling unknown words, but this skill is not yet consistently applied. Pupils enjoy reading and when asked, begin to express their preferences, for example, non-fiction books about animals. Higher attaining pupils read fluently and with enjoyment. They will talk about parts of books that they like and begin to use the context in order to work out unknown words. Lower attaining pupils recognise most of the words that are in the text of their book and have a satisfactory knowledge of the correspondence between letters and their sounds. However, their phonic skills are not yet well developed and this tends to slow their progress and understanding. Pupils know about alphabetic order and have some understanding of how the newly opened library is organised.
77. In writing, overall standards attained by the oldest pupils are average. They write for different purposes, and much is directed toward the development of technical competence in spelling and sentence construction. Pupils have regular teaching, matched to their needs, about phonics. They use this to learn about the structure of words and this helps them to develop their spelling skills. Most pupils write in an organised way and show an understanding of sentence construction that is appropriately punctuated with full stops. They learn different uses of writing, for example, that captions can be added to drawings to identify important features, such as the teeth or claws of a dinosaur. Pupils make good efforts to communicate their thoughts in written form. Most construct individual letters quite well. However, the overall presentation and appearance of some pupils work is untidy.
78. Standards in literacy reflect those found in English. The development of literacy skills across the curriculum is satisfactory. Some opportunities are taken to broaden the range of pupils' writing experiences in other subjects, for example, in science and religious education.
79. Overall, the quality of teaching and of learning in English are satisfactory. A proportion of the oldest pupils present challenging behaviour in their class. The teacher works very hard to establish appropriate conditions for learning and teaching assistants are used to provide support for this. Good use is made of questions by the teacher to help pupils develop their understanding of important ideas, such as how words have a structure of vowels and consonants. However, the tendency of a few pupils to interrupt class discussion by calling out has an unhelpful effect upon the progress of lower attaining pupils because their concentration is affected. Pupils are keen to use the skills and knowledge that they gain through direct teaching in their writing. Most concentrate well, show interest and make good efforts when they are engaged in practical written activities. However, when they have to listen for too long during whole class teaching they become restless. Some lose concentration and cause others to do so as well. Where pupils have behavioural difficulties and have individual

education plans, these provide teachers with some support. However, the progress of these pupils is not satisfactory because the school does not yet have an appropriate range of options to deal with the situation. The marking of pupils' work is carried out regularly and is helpful and encouraging. Pupils have homework, matched to their needs, to help them consolidate their skills in spelling and in reading.

80. The curriculum in English is broad and balanced and meets the requirements of the National Curriculum. Information and communication technology is not fully used in the subject, but a new computer suite has recently been established. Assessment of pupils' attainment and progress is very detailed and individual targets are set for their development. These are good procedures because pupils know what they need to do to improve their work. The subject leader provides clear direction for the development of the subject and appropriate priorities have been identified so that the school will be in a good position to expand its roll and provision.

## **MATHEMATICS**

81. The attainment of the oldest pupils is in line with that expected for their age and they are making satisfactory progress. There is a proportion of higher attaining pupils in the class who are likely to attain standards above those expected for their age by the time they are ready to take the annual national tests at the age of seven. However, the small proportion of pupils with special educational needs are not making sufficient progress. During mathematics lessons support assistants work very effectively, providing help for individuals and groups of pupils, particularly those with emotional and behavioural difficulties. The quality of teaching and learning is good.
82. In oral and mental mathematics, teachers target questions carefully to match the various abilities of the pupils in their class. This does much to increase the confidence of pupils in their learning and helps to reinforce what they have learned previously. Teachers regularly revisit and consolidate work that pupils have done previously. This helps greatly to ensure the pace of their learning is maintained appropriately. Teachers also organise pupils into groups based on their mathematical abilities during lessons and carefully match work to the abilities within the groups. This also supports pupils learning very effectively.
83. Many pupils order numbers to one hundred and add numbers to twenty quickly and correctly. They can count up to twenty and back down from twenty in twos. Teachers use songs and rhymes effectively to support the development of pupils counting skills. Many pupils can count in more than one language. Their abilities to add and subtract are developing appropriately and many identify pairs of numbers that add up to twelve. Higher attaining pupils have above average number skills. For example, they can do subtractions from thirty as mental calculations. Their ability to do calculations using money is also well developed and includes the ability to subtract correctly from amounts of up to one pound.
84. Their knowledge of shape and space is developing appropriately with pupils confidently and correctly recognising common two and three-dimensional shapes and explaining their properties. They measure correctly using non-standard measures, such as plastic cubes, to calculate the dimensions of everyday items. They also record the time correctly on diagrams of clocks, placing the hands of the clock in the right place on the diagram.
85. Higher attaining pupils set calculations out correctly and show a well developed understanding of the importance of place value. This helps them greatly to arrive at

the correct answer when doing calculations in their written form. There is clear evidence in pupils' written work of the improvement they have made over time in the quality and accuracy of their written work in mathematics.

86. Teachers have provided pupils with a good range of support strategies, such as number lines and number squares. Pupils use these resources well and this contributes to the good progress they often make during lessons. Teachers also celebrate correct answers and support pupils consistently by providing guidance and prompts towards finding correct answers. This enhances pupils' confidence and helps their learning greatly.
87. All pupils have written targets for their attainment in mathematics. This helps to motivate them in their learning and to focus their attention on what it is they are supposed to be learning. Teachers often use the final sections of lessons effectively to check what their pupils have learned, using questioning well for this purpose. Procedures for assessing pupils' attainment and progress are developed well. Work is frequently marked with comments that are helpful to the children and with annotations that explain the context of their work and what they have to do to improve further.
88. Teachers have undertaken a significant amount of in service training and are well placed to support further developments in mathematics as the school expands.

## SCIENCE

89. Attainment for the oldest pupils, those who are five and six years old, is in line with national expectations. This judgement is based upon scrutiny of pupils' work, discussion with the headteacher and pupils, planning and the one lesson seen. Progress is satisfactory. Pupils with special educational needs make satisfactory progress when supported by classroom assistants in small groups within the classroom.
90. By the age of six pupils know about the five senses. They associate each with the appropriate part of the body and can differentiate between living, dead and 'never-lived' objects. They know about conditions necessary to sustain life and growth in plants and can name parts of a flowering plant. They understand the difference between natural and artificial sources of light and the effects of being in the dark. They identify the properties of materials, such as squashy, bendy, smooth, soft and sticky. They have grown plants from seed and made predictions about how they will react in controlled experiments. They have collated data about human attributes, such as eye colour and constructed simple graphs to record their findings.
91. The presentation and layout of their work is generally satisfactory and teachers maintain a good balance between worksheets and pupil-generated work. Higher attaining pupils are, therefore, able to write clear explanations with carefully drawn and labelled diagrams. Pupils enter the key stage with a good scientific knowledge and vocabulary. There is evidence of satisfactory progress and teachers enable pupils to build effectively on their previous knowledge. In the lesson on materials and their properties pupils described a spoon as being "hard, strong, shiny and reflecting". They knew, and were able to describe, what "reflecting" meant. There is a good balance across the four areas of the science curriculum. All pupils have similar experiences and there is no evidence of setting different tasks for pupils of differing abilities. However, teachers demand more detailed explanations from higher attaining pupils. Literacy skills are developed through the good concentration on scientific vocabulary and in the level of non-worksheet written work. This is a positive feature. Numeracy skills are used in data handling and take the form of graphs and tables.
92. Pupils' attitudes to their learning are satisfactory overall. They often respond positively to the challenges set by their teachers. Higher attaining pupils confidently put forward ideas, make predictions and draw conclusions. These pupils listen well to each other and value each other's opinion.
93. The quality of teaching is good. Lessons are conducted at a brisk pace and the teachers' knowledge of the subject is good. Questioning is well focused and promotes the use of appropriate scientific vocabulary. Praise was well used to affirm good behaviour and pupils' answers. Teachers are well supported by classroom assistants who control inattentive and inappropriate behaviour effectively.
94. Marking is good and frequently contains comments from the teacher on the presentation of work, clarifying misunderstandings or asking questions to promote thinking and improving attainment.
95. Planning is satisfactory. The subject long-term and medium-term plans follow national guidelines and assessment is linked appropriately to the units of work. At the end of each term, an example of pupils' work is carefully analysed and retained within an individual's assessment book for science. This is a very good feature. This is supplemented by good procedures to track pupil achievement and progress.

96. The subject leader is well qualified and knowledgeable about the subject and provides good leadership. There is no policy statement for the subject and this is a weakness. The national guidelines provide a scheme of work. The subject leader monitors the quality of teaching and planning and analyses samples pupils' work. Plans are in hand to develop science resources systematically in line with the growth of the school. The school has very good outdoor areas to support first-hand observational and investigative work. A purpose built, two tier pond will shortly be operational. Little use is made of computers currently. Links with other subjects are developing well. In addition to links with English and mathematics, "green" issues are well focused in geography and culturally through "Tikkun Olam." (Repair of the World). Looking after the environment is an integral part of the school's curriculum. The school building has eco-friendly features, such as re-cycled railway sleepers in the pond area, solar panels for hot water and recycled rainwater to flush toilets.

## **ART AND DESIGN**

97. The oldest children attain standards close to those expected for their age. No teaching was observable during the inspection and judgements are based upon scrutiny of pupils' work and discussion with teachers and pupils.
98. Teachers provide a wide range of opportunities for pupils to develop their artwork and they experience and experiment with a good range of materials. They learn to mould, roll and fashion materials, such as plasticine and playdough successfully and use tools safely to score and carve. Most pupils are developing good printing and collage techniques, using their hand and fingerprints. They mix paint successfully to achieve different colours and effects and use watercolours to produce good still life pictures.
99. Teachers ensure pupils experience the use of various pencils, chalks and charcoal in observational drawing. Pupils apply paint and use collage techniques to enhance model vehicles, butterflies and mezuzahs that they make in design and technology. The standard of artwork on display is of variable quality. A display by the oldest pupils on the creation story includes good quality pictures in paint and collage. However, some other displays do not achieve this quality. Much artwork is two-dimensional and this restricts the impact of work on display. However, pupils are very enthusiastic about the subject. They enjoy painting and experimenting with different media and materials. They take a pride in their work and talk enthusiastically about what they are doing. They are able to describe what they like and dislike about their work and talk about how it might be improved.
100. The subject leader is very knowledgeable and enthusiastic. She has not had an opportunity to evaluate standards and there is not documentation to support future developments. However, teachers make conscientious use of supportive guidance from national guidelines to direct the work that they do. Links between art and other subjects are developing well, including the creation of computer generated art. The subject leader is very aware of the expansion needed to provide a wider, richer range of experiences for pupils. The developing school library already contains a number of high quality books relating to the subject

## **DESIGN AND TECHNOLOGY**

101. Pupils' attainment is in line with that expected for their age. It was not possible to see any design and technology being taught during the inspection and this judgement is based on the analysis of samples of pupils' work.
102. Pupils have designed models of Jewish homes with folding roofs. Some of these are displayed very effectively in their classroom and are of good quality. Considerable skill is also evident in the neatly decorated small boxes pupils have created by cutting and sticking from a flat piece of card.
103. Pupils have also created a large collage, using a range of materials effectively, based on hands and what hands can do. This work is linked effectively to aspects of pupils' knowledge and understanding of the world. This is developed well and builds on the good work undertaken during their time in the Foundation Stage of their education.

## **GEOGRAPHY**

104. Standards are high, exceeding those expected for pupils of this age. The work undertaken with the oldest pupils is building very effectively and that covered during the Foundation Stage of their education. No lessons were taught during the inspection and these judgements are based on the analysis of samples of pupils' work and discussions with pupils.
105. The school is committed to a policy of caring for the earth and the use of renewable resources. Thoughts about these processes are prominent in pupils thinking and they are eager to explain its importance.
106. Pupils have good knowledge of their own environment and community. They write their addresses and record features of things they have seen locally with accuracy. For example, they have recorded observations made during their journeys to school clearly in diagrams and in narrative forms. This work includes a survey of the forms of transport used by pupils to travel to school. They also make value judgements and informed comments about why they like particular features of their environment, such as the playground and their classrooms. In one activity they have commented thoughtfully on the qualities required to build a bridge. This work links well to the work in design and technology.
107. They have also conducted a survey of traffic passing on the main road outside the school. Their recording of this survey in graph form is of a high standard. The work included making well informed predictions of the possible outcomes prior to conducting the survey. Pupils' early understanding of maps is also developing well. They have drawn detailed and accurate diagrams of their classroom.

## **HISTORY**

108. The attainment of the oldest pupils meets national expectations for the subject.
109. Only one lesson was observed during the inspection and judgement on pupils' attainment is largely based on examining pupils' work, teachers' planning and talking to teachers and pupils. Pupils are currently engaged upon a topic on toys. This is their first history topic of the current school year. They are developing a good understanding of the past and know that things in the past were different from the present day. Year 1 pupils listened with great interest to two grandparents who visited the school and talked about their childhood toys, provided evidence by bringing original toys and photographs. Pupils conveyed their growing interest in the quality of the questions they asked, discerning differences between old and modern toys, identifying wear and tear, missing items, and damage as ways of determining age.
110. The quality of teaching is satisfactory. Teachers focus effectively on particular points to consolidate facts and extend pupils' thinking. They also ask challenging questions to promote thoughtful responses. For example, one teacher asked why there was less traffic in the past and why many toys were home made. Pupils gave sensible responses and higher attaining pupils contributed particularly well to the discussion. Pupils asked good questions, such as "How did you fasten the handlebars on?" and "Did the marbles ever go down the drain?"
111. Pupils show interest in the work and enjoy learning about things, events and characters from the past and pupils enjoy contrasting "then" and "now". History makes a significant contribution to the cultural, moral and social development of pupils.
112. There is currently no subject leader, school based policy or scheme of work. However, sensible use of national guidelines for the subject is made and work in Year 1 is consistent with that seen in other schools. However, the appointment of a subject leader is a growing requirement in order for standards and provision to be maintained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. The attainment of the oldest pupils is in line with national expectations. They use the computer to work with simple texts related to specific images. For example, they write simple questions about a picture in their work in literacy or provide captions to indicate key features of a dinosaur. They use buttons on a screen image, a mouse to direct a cursor and the keyboard to write appropriate text. They recognise that they can affect what they see on a screen and carry out simple modifications to this with the use of the keyboard. The oldest pupils with special educational needs make unsatisfactory progress because their lack of concentration hinders their learning. There are no significant differences in the attainment of boys and girls and those from minority ethnic groups because the school is aware of their specific needs.
114. On the evidence of one lesson and a scrutiny of work done by pupils, the quality of teaching is satisfactory in Key Stage 1. Sound subject knowledge is used to engage the interest of pupils. They learn and use the correct vocabulary. They respond well, but rather slowly, when challenged to learn, but they use a good range of appropriate skills. Pupils' skills and knowledge are enhanced when the teacher asks questions to assess their level of understanding. This also helps them to clarify their comprehension of essential operations. Pupils work well together in pairs with satisfactory concentration and help one another to learn.

115. A scheme of work is being developed to ensure that all pupils are taught essential skills. The school has made very good use of specific funding to establish a well-equipped computer suite, but this is not yet operational because of the need to train all staff in its use. The coordinator is very enthusiastic and provides clear direction for the subject because she has identified appropriate priorities for development. The requirements of the National Curriculum for the subject are not fully met because the full range of study is not yet available to pupils. This includes insufficient opportunities for pupils to study data handling and control technology.

## **MUSIC**

116. Attainment is broadly similar to that expected for pupils aged five and six. Many come to school possessing a developing sense of rhythm. This is effectively extended by frequent opportunities to play percussion instruments. Many also attend the Israeli dancing club held each week after school. This is well attended by pupils from reception and Year 1 and makes a significant contribution to pupils' musical development. They also have many good opportunities to sing songs and chants. They do this well, often singing unaccompanied or to taped music. There are good musical links with other subjects, such as dance in physical education and to Hebrew studies.
117. Carefully selected taped music begins and ends each assembly. Assembly music during the inspection week was by Mozart and pupils listened carefully to this, showing their appreciation. Sometimes, teachers have taped music playing as pupils arrive in school. This helps to engender a pleasant, and often tranquil, start to the school day.
118. The quality of teaching in music is satisfactory. Teachers work very hard to maximise the musical opportunities available for their pupils. They introduce percussion instruments to pupils who are quickly able to identify short and long sounds. Lessons contain good rhythmic elements, but teachers do not always allow sufficient time for the percussion work to be developed fully. Good opportunities are provided for instrumental tuition for small groups of pupils in Year 1 by regular weekly visits by peripatetic instrumental teachers. Pupils learn to play the violin, applying themselves well to the instrument. In a short presentation to the rest of the class, they played confidently, named parts of the instrument and named the strings.
119. There is no subject leader or school policy for music and teachers are guided by national guidelines. However, there is much interest amongst teachers in the subject. Resources, particularly of percussion instruments, are improving rapidly. These are chosen with care and often demonstrate a multi-ethnic approach to teaching the subject. This is reflected in the growing collection of taped music, representing a wide range of composers and a variety of cultures.

## PHYSICAL EDUCATION

120. Pupils' attainment is below that expected for their age. Pupils' with emotional and behavioural difficulties are making very slow progress. A significant proportion are poorly coordinated and do not move with the level of control that is expected. However, improvement is evident as a result of the efforts of their teachers and their helpers. The quality of teaching and learning is satisfactory. Teachers plan their lessons carefully, recognising the needs of each pupil. They also make detailed and accurate assessments of the progress that pupils are making.
121. In gymnastics, pupils' balances and still positions are of much higher quality than their movements. For many their movements are awkward and clumsy and lacking control. Even so, when pupils work well their teacher and their helpers congratulate them. This is helping to improve their confidence in their abilities. Teachers also make comments that are gradually helping pupils to improve, such as 'Good balances are strong, not floppy'. Higher attaining pupils respond well to this approach. Towards the end of lessons their balancing, jumping and landing improves, showing aspects of good control.
122. The school has a good programme of extra-curricular activities that is developing as it increases in size. It currently includes a football club and an Israeli dance club. Pupils participate eagerly and enthusiastically in both activities. The dance club is making a significant contribution to pupils' cultural development. The football club, run by parents, is helping to improve pupils' coordination and physical skills.