

INSPECTION REPORT

RAGLAN INFANT SCHOOL

Enfield, Middlesex

LEA area: Enfield

Unique reference number: 102004

Acting Headteacher: Mrs H Davis

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 4th to 7th March 2002

Inspection number: 230579

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Wellington Road Enfield Middlesex
Postcode:	EN1 2NS
Telephone number:	020 8360 5121
Fax number:	020 8360 2813
Appropriate authority:	The governing body, Raglan Infant School
Name of chair of governors:	Mr G Thongs-George
Date of previous inspection:	June 1997

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Science Art and design English as an additional language Equal opportunities Music	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9588	Tony West	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?
14596	Tony Fiddian-Green	Team inspector	Mathematics Physical education Special educational needs Religious education	
18083	Judith Howell	Team inspector	Foundation Stage Geography History	
11962	Ray Morris	Team inspector	English Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Phoenix Educational Consultants, "Thule", 60 Joy Lane
Whitstable, Kent CT5 4LT 01227 273449

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager, Inspection Quality Division, The Office for Standards in Education,
Alexandra House, 33 Kingsway, London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Raglan Infant School is a large school that educates boys and girls aged between three and seven. It serves a community in the Bush Hill Park area of Enfield, Middlesex. The school is over subscribed. During the term of the inspection, there were 180 children in the Foundation Stage. In total, there are 390 full-time pupils, including 60 part-time Nursery children. There are fewer pupils on roll than at the time of the last inspection. Children enter the school with broadly average levels of attainment. There are more boys than girls, with Year 2 having a disproportionate number of boys. Seventy-one pupils speak English as an additional language, which is high. Six pupils are at the early stages of learning English. About seven per cent of the pupils are entitled to free school meals, which is below the national average. Approximately 12 per cent of pupils are identified as having special educational needs, which is below average. The percentage of pupils with statements of special educational need, is also below the national average. During the last school year, 16 pupils entered the school other than at the usual time of first admission and ten left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is not unusual.

HOW GOOD THE SCHOOL IS

Raglan Infants is a very good school, and it is popular with parents and pupils. The leadership by the acting headteacher and senior staff is very good, and this accounts for the very good environment for learning at the school, and the standards achieved by the pupils. The newly formed governing body gives the school good support. The quality of teaching is good overall. Pupils are sensitively looked after, and opportunities for extending pupils' spiritual, social, moral, cultural and personal development are very good. These strengths, together with the very good provision for pupils with special educational needs, and careful financial management mean that the school provides very good value for money.

What the school does well

- In Year 2, standards in reading and writing are well above average, and mathematics and science are above the national average.
- The leadership of the school is very good, and benefits from the acting headteacher's ability to give it a clear educational direction.
- The quality of teaching is good overall, and ensures that pupils learn quickly.
- Pupils' positive attitudes to learning, their good behaviour and the very good relationships in the school support well the values that the school promotes.
- The provision for pupils' spiritual, moral, social and cultural education is very good and equips them well for the next stage of their education.
- The provision for pupils with special educational needs is very good, and enables pupils to make the most of all their opportunities. The inclusiveness of the school is a strength.
- The provision in the Nursery gives children a very good start to their education.

What could be improved

- The monitoring of teaching and learning by senior staff to raise further the quality of teaching and learning.
- The school improvement plan for the rest of this academic year and beyond, to provide a secure framework for the school's further development.
- The policy for special educational needs does not fully reflect the new requirements.
- Assessment procedures in science and some other subjects where teachers do not clearly record pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June, 1997 and, since then, it has made good improvements. The acting headteacher, the school's deputy head, took up the post at the beginning of this academic year. A substantive headteacher will join the school after Easter. There are good improvements in the quality of teachers' assessment practice in all subject areas, and improvements in the use of information and communication technology to support learning. Aspects of information and communication technology are more consistently taught throughout the school, although the number of computers is unsatisfactory. The quality of teaching has improved, and this is reflected in the improving trends in English, mathematics and science results. The school has a new purpose built nursery facility. The school continues to improve despite changes in staff and downsizing since the last inspection. The school has a very good capacity to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
Reading	B	A	A	A
Writing	B	B	A	A
Mathematics	C	B	A	A

Key	
Very high	A*
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The table shows that standards in reading, writing and mathematics were well above average when compared to all and similar schools. Standards have been rising since 1999. The school exceeded its targets in writing, and broadly met those in mathematics. This inspection finds broadly similar standards in English, mathematics and science, although the proportion of pupils who are on course to achieve the higher Level 3 has increased. The standards attained by pupils in information and communication technology are average. In religious education, pupils attain higher than expected standards. Children in the Foundation Stage attain average standards overall. Most are on track to achieve the 'Early Learning Goals' in all areas of learning, many are on course to exceed the expected standards, by the time they are five.

All pupils, including those with special educational needs, make good overall progress in their learning and achieve standards that reflect their potential. Higher attaining pupils, those who are gifted and talented, and pupils with English as an additional language make good progress in their learning, because of the good support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen learners, and show enthusiasm for their work.
Behaviour, in and out of classrooms	Good. Pupils behave very well in assembly, and show that they understand the school's expectations of them. They behave well in class and in the playground, because of the wide range of activities that are on offer.
Personal development and relationships	Pupils are mature for their age, and get along very well with each other. Relationships between pupils and staff are very good. Pupils work well together, and take responsibility with enthusiasm.
Attendance	This is satisfactory, however, some lateness means that pupils miss important learning opportunities. This affects pupils' progress. Some lessons do not start promptly enough.

Pupils concentrate, work hard and are eager to learn in lessons. Behaviour in lessons is good overall, and makes a strong contribution to learning.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1-2
Lessons seen overall	Good	Good

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

The quality of teaching is good overall, and promotes the learning of all groups of pupils well. During the inspection, 80 lessons or parts of lessons were seen, 78 were graded for teaching and learning. Excellent teaching was seen in literacy, history, physical education, and music lessons, and in the Nursery. The quality of teaching is very good in the Nursery and good overall in the Foundation Stage. In Years 1 and 2, it is good in English, mathematics, science, art and design, geography, and religious education. In history and physical education, it is very good. Teachers' lesson planning clearly identifies what pupils are to learn and makes good provision for pupils of all abilities within each class. The quality of teachers' marking is a strength of the teaching, as it helps pupils to improve their work. The weakness identified in the teaching is occasional time slippage at the start of lessons, and this means that pupils miss some of their curricular entitlement. The quality of teaching of literacy and numeracy is good and promotes above average standards. Pupils' creative skills are well developed, because of skilled teaching, in art and design and music. The strengths in pupils' learning are their keenness and enthusiasm. Additionally, the good teaching of basic skills provides opportunities for pupils to put their new learning into practice. The teaching of pupils with special educational needs is good. The teaching of pupils with English as an additional language is good, and accounts for their good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an interesting and worthwhile range of learning experiences for pupils. There are very effective strategies in place for literacy and numeracy, and these are reflected in the end of Year 2 national results.
Provision for pupils with special educational needs	This is very good, and the pupils do very well. They are well supported and are provided with appropriate work.
Provision for pupils with English as an additional language	Good. Pupils do well because of the targeted support from trained staff, and the effective help they receive from class teachers and teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. These aspects make an important contribution to pupils' personal development. Exciting activities in art and design, and the importance of music in the school are playing a significant part in promoting pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	Very good. This is a caring school. The procedures for monitoring behaviour are very good and lead to good standards. Assessment of pupils' progress is used very well to guide teachers' planning in English and mathematics. Assessment procedures in other subjects are developing areas. There are weaknesses in the procedures for monitoring and promoting good attendance. The school is aware of this.

Good curricular provision, including personal, social and health education. Extra-curricular provision is good, although 31 per cent of parents disagree. Parents are very well involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The acting headteacher is committed to improving the school, and, in a very short time, has put in place effective strategies for improvement. She gives very clear educational direction to the school, and receives very good support from all staff. The aims of the school are clearly reflected in its work. Pupils and staff are happy to work in this school as a result of the very good supportive atmosphere. The school lacks a longer term development plan to guide further improvements.
How well the governors fulfil their responsibilities	Good overall. The new governing body has a good idea of what needs to be done, and has sensible plans to enable it to achieve this. Governors are beginning to work as 'critical friends' to the school.
The school's evaluation of its performance	Good. The staff analyses assessment data in detail, and uses the information to identify areas where improvement is needed. Although the senior management team has, in the past, monitored teaching and learning, this happens less frequently because of staffing difficulties. This is a weakness, and is identified by the school as an area for development.
The strategic use of resources	Resources are well used overall, however, there are insufficient computers to enable pupils to make the most of learning opportunities, and this is a weakness. The use of funds for pupils with special educational needs is good, and results in pupils attaining as well as they can. The governors have clear plans for the large 'carry forward', and have sensibly reserved funds for the on-going development of the Nursery.

The number, qualifications and experience of the staff meets well the needs of the National Curriculum. Accommodation is satisfactory overall, although some classrooms are small, and the library/music room is at a distance from the school. Resources are satisfactory. Very good leadership by the acting headteacher. The school actively seeks ways to ensure it gets best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Children like coming to school. • The school helps their children to mature and develop good attitudes. • Parents feel comfortable in approaching the school; it is friendly. • The induction procedures in the Nursery. 	<ul style="list-style-type: none"> • Better explanations about what the school expects regarding attendance. • Information for working parents about their child's progress. • The range of activities outside lessons.

The inspection's findings support the positive views of parents. There are some procedural difficulties about attendance which are being addressed by the school. Parents receive a good amount of information about their child's progress. Twenty-two per cent of parents expressed their concern about information. Thirty-one per cent of parents who responded to the questionnaire expressed a concern about the range of activities outside lessons. The school provides a wide range of lunchtime activities, including after school sporting activities on some days. The inspection team finds that this provision is good, and does not share the parents' concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage at average attainment. The quality of teaching and learning is good overall and the children achieve well. By the end of the Reception year, most children are on course to exceed the recommendations in their personal, social and emotional development, creative development and in their knowledge and understanding of the world. Standards in their communication, language and literacy, mathematical development and in their physical development are appropriate for their age. This is similar to the judgements made in the school's previous inspection. The children become increasingly independent and organise themselves in a responsible way. Children are confident and take part in discussions eagerly. Their love of books is evident and most children can listen to stories for extended periods of time. They are very aware of the need to behave well and most manage to do so in the classrooms, outdoors in the play areas and during physical education lessons in the school hall. The quality of personal, social and emotional development throughout the Foundation Stage is particularly good because all staff work hard as a team to promote the very good attitudes of children and motivate them to participate in all activities. Children with special educational needs are particularly well supported and make appropriate progress in relation to their attainment.
2. In the end of Year 2 tests in 2001, compared with all and similar schools, standards in reading, writing and mathematics were well above average. The assessments made by teachers in science in 2001 were above average. The trend in standards in these tests and assessments shows a pattern of continual improvement since 1999. There are no significant differences in the attainment of girls and boys. The school exceeded its targets in writing, and broadly met them in mathematics in 2001.
3. The findings of the inspection are that, in Year 2, the pupils reach well above average standards in reading and writing, and above average standards in speaking and listening, mathematics and science. Pupils' literacy skills are well above average. Particular strengths are found in pupils' writing across the curriculum. In reading, pupils are fluent and confident in tackling new texts. They have a good knowledge of sound/letter combinations, and this makes reading easy for them. Pupils' mathematical skills, including those in numeracy, are well developed, and nearly all pupils are confident in using numbers. In science, pupils have a good scientific knowledge about how plants grow, and know how to conduct a fair test. In information and communication technology, pupils' skills are average, but few develop good skills because of the shortage of computers. In art and design, geography, history, physical education, music and religious education standards are above average. In design and technology, standards are average. Compared with the findings of the school's last inspection, standards are higher in reading and writing, science, art and design and religious education. They are similar in all other subjects. These higher standards are directly related to the improvement in the quality of teachers' lesson planning, and the more consistently good quality of teaching across the school, compared with the findings of the school's last inspection.
4. Pupils who have special educational needs achieve well and make good progress towards their targets, with many who attain at a national average in some subjects. Teachers use a variety of methods, setting targets that are appropriate for the pupils' needs and development. Teachers work hard to plan and provide appropriate work and challenges both for higher attaining pupils and for those who need extra help and support. Small groups also meet so pupils have more concentrated help. For example there are groups to help more able pupils with creative writing, and others which promote good learning for those pupils who find literacy more difficult.
5. Pupils with English as an additional language, and those from minority ethnic groups all make good progress. Approximately 18 per cent of pupils are from minority ethnic groups. The school formally analyses their attainment to establish whether there are significant differences between their

performance and that of other groups of pupils. This is effective in ensuring that pupils make the progress of which they are capable.

Pupils' attitudes, values and personal development

6. The pupils' attitudes towards their school are very good. Parents confirm that they want to come to school and as noted in the previous inspection, they have a very positive attitude towards learning. Personal development and relationships within the school are also very good. There is a small minority of children who present challenging behaviour but the impact of this on learning is limited by the quality of teaching and the levels of support provided. The pupils listen attentively, follow instructions and settle quickly to the tasks given. They are very eager to be involved, to contribute and to learn. They concentrate and work hard, independently and in group work. The pupils' behaviour in lessons during the inspection was good. In a few instances, a small number of pupils lost concentration, were disobedient or did not contribute to classroom activities.

7. Children settle quickly to the daily routines of the Nursery and grow in confidence. They quickly become independent and respond to the activities provided with enthusiasm. At the start of the day, they enter the Nursery happily and confidently choose from the activities on offer and apply themselves enthusiastically to the chosen task. They quickly learn to adapt their behaviour to different social situations. Developing initiative and personal responsibility in learning is strongly encouraged by all teachers and, by the time they leave the Reception classes, most children are able to organise themselves well. When working and playing together, they learn to co-operate and support one another in their learning.

8. In most lessons, the pupils listen attentively. In a mathematics lesson for Year 2, the pupils listened well to the teacher and to each other. The great majority of pupils are well-behaved in assemblies and when they move around the school. In the playground at break-times and at lunchtime in the canteen, behaviour is good. There have been no exclusions during the reporting period. When pupils work in groups, they share their views and opinions well and they value each other's work. In lessons observed during the inspection, pupils worked well in a variety of group activities. In a small withdrawal group of more able pupils from Year 1, they were enthusiastic and keen to get on with their work and, in a Year 2 physical education class, pupils co-operated well together while working in pairs.

9. The great majority of pupils comply with school and class rules and they are well aware of what is right and wrong. There were few instances of disruption during the inspection and, if problems do arise, members of staff handle them very well and limit the effects. The pupils follow the excellent role models provided by members of staff, by being polite and courteous and having good relationships with everyone. They form orderly queues, wait their turn and open doors for others. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and the majority of pupils understand the impact of their behaviour on others. The pupils handled resources such as musical instruments, computer equipment and books very well and there were no instances of damage or graffiti seen during the inspection.

10. The opportunities for pupils to take personal responsibility and to display initiative are typical for an infant school, with most tasks assigned by members of staff. Pupils accept willingly any opportunities to help others, assist in preparing for lessons or tidying up afterwards. They are involved in collections for a range of charities and there are opportunities for pupils to take responsibility for their own learning.

11. Attendance in the school for the period 2000 to 2001 was just below the national average. Unauthorised absence at 0.4 per cent was better than the national average of 0.5 per cent, over the same period. Attendance has improved since the last inspection when it was noted as 93.4 per cent. The school confirmed that predominant causes for pupils' absences from school were illness, medical reasons and additional family holidays. During the inspection, a few children were late for morning

registration, mostly caused by traffic delays. The registration of pupils at the start of sessions is handled efficiently and, as pupils arrive in class, they settle down to work quickly and efficiently.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is good overall, and promotes pupils' learning well. During the inspection, 80 lessons or parts of lessons were seen and 78 were graded for teaching and learning. More than half of lessons were good, and just under a third were very good with some excellent lessons. One fifth of lessons were satisfactory. No unsatisfactory teaching was seen. Parents consider the quality of teaching to be good, and the figures show a good improvement since the last OFSTED inspection in 1997 when just under five per cent of teaching was unsatisfactory. The main improvements are in teachers' planning, and the clear explanations, by teachers, of learning intentions so pupils understand what the lesson is about.

13. The quality of teaching and learning for children in the Nursery is very good. Teaching of this quality means that all children learn at a rate appropriate to their abilities and any that do struggle are given extra help and support. The good balance between structured and free play activities, helps to build relationships between children and develop their independence. A strength of the teaching in the Nursery is the very good teamwork between the teacher, nursery nurse and teaching assistant. All adults in the Nursery know the children well as individuals and are skilled at developing warm relationships. Consequently, the children settle happily into the Nursery, gain in confidence and move into the Reception classes with good attitudes to learning. The quality of teaching and learning in the Reception classes is good overall and children broaden and consolidate their knowledge in all areas of learning. There is a strong emphasis on promoting children's speaking and listening skills. All adults working with children in the Foundation Stage, listen with interest to what the children have to say and, through careful questioning, develop their communication skills and maximise their learning. The teaching of social skills is especially good and children enter Year 1 with a growing awareness of others' needs as well as their own. The management of children overall is very good and all teachers work closely with the teaching assistants to provide caring support and help to stimulate children's learning. Teachers' planning in the Nursery and Reception classes is good and is carefully matched to the recommended 'Early Learning Goals'. Reception teachers have appropriately modified the National Literacy and Numeracy Strategies to meet the needs of the children. The use of assessment to monitor the development of children is good overall and enables teachers to plan appropriately for children's future learning experiences.

14. In Years 1 and 2, the quality of teaching is good, and builds well on the children's Foundation Stage experiences. The effectiveness of the teaching can be judged on the good standards that pupils achieve in the majority of subjects when they leave the school. Excellent teaching was seen in Year 2 because teachers brought an inspirational quality to their teaching of physical education, music, history and literacy lessons. The quality of teaching of literacy and numeracy is good overall, and promotes good progress and good standards. The teaching of the basic skills is very good. There is some very good teaching in literacy, numeracy, science, art and design, physical education and history. Because of the good quality of teaching, pupils' intellectual, physical or creative effort is very good, resulting in above average standards in music, art and design and physical education.

15. Teachers' plans are thorough, but although information and communication technology is planned for the lessons, it is not always implemented. The school is aware of the need to extend teachers' skills in this area. They have already made a good start and have a clear action plan in place. Pupils of all abilities are well planned for, including the more able and those who need additional help. Teachers generally show good subject knowledge, and use resources well. These strengths mean that pupils make good progress in most lessons and enjoy their learning. In an excellent literacy lesson, a Year 2

pupil remarked, “I really enjoyed learning today”. Teachers share the learning intentions with pupils at the start of lessons and, in the best lessons, remind pupils about these throughout the session so that they remain focused. This was an issue for the school at the last inspection, and very good improvements have been made. At the end these good quality lessons finish with the teacher and pupils discussing what has been learned, and whether any improvements could have been made. In this way, pupils have a good understanding of their progress, and the teacher has a clearer picture of individual pupils’ strengths and difficulties in learning. Teachers use assessments well to plan for the next lesson.

16. The management of pupils is good. It is better in Year 2 than in Year 1 where some pupils take longer to settle after physical education lessons. In Year 1, there is occasional time slippage when lessons are late starting. This means that pupils do not receive their full entitlement in some subjects, such as literacy and music. Teachers’ marking of work is very good, and provides clear guidance as to how pupils can improve. It is also used effectively as an on-going record of pupils’ attainment.

17. The provision for gifted and talented is good because teachers clearly identify these pupils in their planning, and provide different levels of activities. For example, a talented artist records the characters from an imaginary island to be used as a stimulus for other pupils’ writing. Skilful questioning by Year 2 teachers extends talented pupils in literacy and numeracy by constantly asking pupils to justify their opinions.

18. Teaching and learning for pupils who have special educational needs is good. The methods used are appropriate and enable pupils to learn well. Good expectations for work and behaviour have been established, to which pupils respond well. Teachers plan well and include appropriate work for gifted and talented pupils, as well as those who need extra help and support. Support assistants work well with teachers, focusing on those pupils who require individual help either at the times when the whole class works together, or in group-work. Teaching and learning in the small groups of pupils withdrawn from lessons are very good. Pupils make good progress in these specialized lessons. An area for development is the use of information and communication technology. Teachers do not allow pupils to use computers sufficiently. Although they use them occasionally, there is not enough planned work using appropriate software, for example, in writing or spelling.

19. Pupils with English as an additional language make good progress because of the use of a skilled specialist teacher, and well informed teaching assistants. Teaching assistants are very effective in their role. A strength of the teaching is in the use of assessment to ensure that pupils are correctly grouped according to their ability, and not on their level of English understanding. The pupils’ progress is monitored termly with reference to the Qualifications and Curriculum Authority’s document ‘A language in common’, the class-teachers’ curriculum assessments, and classroom and playground observations. The weekly one-hour group work consolidates their learning. Each week, pupils have an opportunity to talk about their ‘news’, and to ask each other questions. They read and write and also have the opportunity to take home a dual language book to share with their families. Analysis indicates that pupils with English as an additional language achieve as well as other pupils. Pupils are well managed in lessons and this allows them to learn in an appropriate environment. They have personal targets for English and mathematics, and this means that pupils make the best of their abilities. The quality of teachers’ planning is good, and provides well for the needs of different groups of pupils.

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

20. The curriculum is broad and balanced and meets all statutory requirements. The quality and range of learning opportunities are good and the extent to which the school provides for pupils’ spiritual, moral and social development is a major strength. English and mathematics are particularly well planned and subject co-ordinators strive to ensure that teaching and learning are relevant to the children’s daily lives and home culture. Information and communication technology is being increasingly well used to support learning across the curriculum, although teachers do not always implement their plans in

lessons. The school has successfully concentrated its efforts since the last inspection on improving standards in literacy and numeracy and this continues to be a focus, particularly in respect of gifted and talented pupils and those at risk of failing to achieve average attainment at the end of Year 2.

21. Overall, the quality and range of learning opportunities for children in the Foundation Stage are good. Planning for the children in the Nursery and Reception classes takes full account of the six areas of learning as recommended in the curricular guidance for the Foundation Stage. In the Reception classes, more focused teaching linked to literacy and numeracy is carefully planned for and introduced appropriately to the children. Planning is well linked to themes such as, 'Opposites' 'Ourselves' and 'Toys'. A strong emphasis is placed on providing first-hand experiences of quality and on helping the children to acquire language skills. There is very good provision for personal and social development. This is a strength of the Foundation Stage, which prepares children well for their work in Year 1.

22. Curricular provision for pupils who have special educational needs is very good, and the school takes great care to ensure that pupils of all levels of attainment are fully included. Teachers provide appropriate work for higher attaining pupils, gifted and talented pupils, as well as care and support for those pupils who need extra help. Small groups have been formed for extra help in literacy for a few pupils, and these are very well taught. The school takes great care that these pupils do not miss too much of their normal curriculum at these times. Pupils are well supported by classroom assistants in the majority of lessons. The targets set in individual plans help to focus pupils' development and they make good progress towards them. The needs of the very few pupils who have statements of special educational need are met well, with care taken to follow the requirements set out in the provision. The requirements of the new Code of Practice for special educational needs have yet to be implemented. However, the school is fully aware of this and has plans to do this next term.

23. The introduction of the National Literacy and Numeracy strategies has had a positive impact and has raised standards throughout the school. In addition, teachers identify many opportunities in other curriculum subjects to consolidate and extend the pupils' literacy, including speaking and listening, and numeracy skills. The overall effectiveness, therefore, of the school's teaching of basic skills is very good.

24. Good relationships are enjoyed with partner schools. Links with the on-site junior school help significantly when pupils transfer from the infants. The infant and junior school staff have worked together on joint training days, designed compatible policies and home-school agreements, worked in the same parent teacher association and were involved with the "BBC garden project". The schools share canteen facilities and the playing field. Junior school pupils help at playtime in the infants and they are involved with the "junior reading group" helping to support the infant pupils, who have English as an additional language. There are links with local pre-school groups and the cluster of primary schools. The school is happy to provide places for students from secondary schools on work experience schemes and students from teacher training colleges and nursery nurse training colleges are also welcomed to the school.

25. The contribution made to pupils' learning by the local community is satisfactory. Local museums have given support to curricular provision in the school and the school has taken pupils on some outside visits although these have been reduced in recent times. There is a link with the neighbouring Church and the minister visits the school. Theatre groups, an art group and music teachers have visited the school. The school is welcoming members of the caring and emergency services in future to support the personal, social and health education curriculum. A local bank has provided some support and the school has benefited from the installation of a garden at the front of the school in collaboration with the BBC during the making of a television programme.

26. The provision of additional and extra-curricular learning activities is good. These include visits to museums, the Gunpowder Mills and the area immediately adjacent to the school to supplement classroom work in several curriculum areas. Other aspects of learning also benefit from visitors to the

school and these include an arts group who provided drama performances and involved the pupils in role play to promote their learning in personal, social and health education. Musicians and a multicultural art workshop enhance learning, when artists worked with Year 2 pupils on a project linked to traditional tales from around the world. A limited range of after school clubs includes disco dancing and football. A significant contribution to pupils' social development is the provision of lunchtime activities to improve social skills. School and visiting staff and older pupils from the junior school provide these. Although many parents help in school and one has talked to Year 1 pupils about care of their teeth, the school makes insufficient use of the local community to further its provision for pupils' cultural development.

27. The school takes care to ensure that all pupils enjoy equality of opportunity and access to the curriculum. Classroom resources and books are carefully chosen to reflect the wide range of cultures represented in the school, although the library stock does not support this sufficiently well. The diverse cultures represented in the school are not used well enough as a resource for promoting learning and understanding.

28. As in the previous inspection, the arrangements for the pupils' spiritual, moral, social and cultural development, are strengths of the school and are very good. The pupils are encouraged to appreciate and be involved with the creative arts throughout their time in the school. There is a great richness to the work that is displayed throughout the school. This school successfully encourages pupils to aspire to high levels of social, moral and spiritual values.

29. The pupils' spiritual development is enhanced through religious education and assemblies, where they learn about world religions and faiths. In assemblies, pupils enter to an atmosphere of calm created by well-chosen music. Although the focus is mainly Christian, the school plans well for the introduction at assemblies of other faiths and beliefs as well as aspects of personal social and health education and citizenship. In assemblies, the pupils sing well, take part in prayers and have time for reflection. Pupils are encouraged to develop an appreciation of, and to wonder at, the natural world during science and art lessons. In a dance lesson, pupils from Year 2 were delighted when their performances were evaluated and praised by fellow pupils. In a year two art lesson, when pupils saw colours produced by differing materials, they expressed awe and wonder.

30. The provision for pupil's moral development is founded on the high expectations that staff have of them. All members of staff provide very good role models and are very consistent in the way they show respect for the pupils and adults. The school has a very positive approach to the management of behaviour and there are a variety of rewards for pupils and classes. Members of staff make the pupils aware of what is acceptable and help them to understand what is right and wrong. Moral issues are taught very well in class using 'circle time' and assemblies. As a result, pupils are well behaved in and around the school and willingly engage in the friendship scheme in the playground, acting as "red robins".

31. For the pupil's social development, the school has a caring ethos in which everyone is respected as an individual and supported very well. This is exemplified in the way that all pupils are included in school activities and the way that they are valued. Older children support younger pupils, and the children operate a friendship system at play times when they support pupils who may be feeling lonely.

32. The personal, social and health education curriculum provides opportunities in class, 'circle times' and assemblies to understand social issues and to accept that others may hold different opinions and beliefs. Activities at lunch time including structured action play in the playground, the lunchtime club and the junior reading club all encourage pupils to work and play with one another in a structured yet happy social atmosphere. The nurture group is held on two afternoons every week for up to nine infants who might benefit from additional support in a relaxed yet structured atmosphere. The lunchtime junior reading club, involves junior pupils with English as an additional language helping infant pupils to learn through play.

33. For pupils' cultural development, the school draws on examples from many cultural traditions. As well as helping children experience their own local culture, the school celebrates the ethnic and cultural diversity of British life and the richness of life around the world. Through art, music, religious education, geography and history, the pupils are given many opportunities to learn about the peoples, beliefs and places of the world. There is provision through the curriculum to learn of the cultural and faith traditions of Britain's multicultural population. Parents as well as the local priest have visited the school to talk about their religions and faiths and the children have visited the local parish church. The pupils have made visits to locations near to the school and some further afield that have added to their cultural experiences. Assembly themes are planned to reflect celebration and worship in a variety of faiths. There is a rich and varied range of art on display from different artists whose styles have been successfully emulated by the pupils. Visiting art groups, authors, poets and theatre groups have also enriched the pupils' experience. There are displays in the school of resources and musical instruments from around the world.

34. The procedures for monitoring and supporting pupils' personal development are very good. The teachers and support staff have very good knowledge of pupils' needs and they are working in class to improve pupils' personal development. A wide range of rewards and sanctions, the very good personal and social assessment and target setting systems support this aspect well. The personal, social, health and citizenship education curriculum is well designed and implemented. The curriculum plans are detailed, the teaching is good and results in good provision. The school has a policy on sex education and a policy and procedures on substance misuse.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has improved its provision since the previous inspection. The school is a safe and secure environment for pupils where their welfare and care are very well administered.

36. The quality of information kept on each pupil is detailed and comprehensive. Members of staff know pupils and their medical and personal needs very well and are supported by health professionals and agencies.

37. The school identifies and deals very well with any hazards found on site and health and safety checks and inspections are regularly undertaken. The school's health and safety policy is detailed and members of staff take their responsibilities seriously with appropriate routines for safety checks, including a wide range of risk assessments. Members of staff are trained to administer first aid and the school's procedures for the care and treatment of pupils are very good. Very thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries.

38. The school's arrangements for child protection are very good and the policy and procedures follow the guidelines of the local committee for the protection of children. The acting headteacher is the designated person responsible for child protection and other members of staff understand well the school's arrangements and procedures.

39. The school's ethos, the high quality of teaching and the consistent use of positive behaviour strategies support the good behaviour seen throughout the school. The school has very good procedures in place for encouraging good behaviour, with staff able to use a comprehensive range of rewards and sanctions. Assemblies, class activities and 'circle time' are used very well to support this aspect.

40. The school is very good at monitoring and eliminating oppressive behaviour and parents and pupils confirm that the pupils feel safe in the school. Parents also confirm that there are few incidents of bullying or racism and that the school deals with any issues speedily and sensitively.

41. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in the Nursery and are quickly helped to settle into the Reception classes. Assessment and record

keeping procedures are good. All staff make on-going observations of the children at work and play and profiles are written containing detailed information about the children's development. When children enter the Reception classes, they are assessed against the Local Education Authority's guidelines. This information is used for early intervention of needs, not only for children who may have special educational needs but also for the more able children. Records are kept to show each child's progress against all the six areas of learning and, at the end of the spring and summer terms, the assessment procedures used on entry are administered again to measure their progress.

42. The care and concern given to pupils who have special educational needs are very good. Teachers make the initial identification of any pupils who may have special educational needs early in the pupil's time in the school, and this is followed by suitable assessment, if necessary. All pupils are provided for very well, including those who have higher attainment and those who do not yet warrant a place on the special educational needs register. Assessment is very good and the school uses any reports from outside agencies, such as the psychological service, to good effect. Small groups of pupils who need extra special help are very well organised, and they add much to the school's overall care for these pupils.

43. Improving the procedures for assessing pupils' attainment and progress was a key issue at the last inspection. This has been addressed and the school's procedures are now generally good. The co-ordination of assessment is carried out by one of the acting deputy headteachers.

44. Good use is made of statutory assessment results and comparative information on the performance of similar schools. Detailed assessment information, mainly in English and mathematics, is available on paper and is currently being entered onto a computer database to which all staff will have access via the school's administration network. Data are analysed to compare pupils' attainment and progress by gender and ethnicity and to set challenging targets for improvement for whole year groups and individual classes and pupils. This has resulted in a positive effect on standards. Staff are knowledgeable about the progress needed for pupils to reach the next levels of attainment in literacy and numeracy, and the pupils' attention is drawn to their literacy targets by means of short term targets in the back of their exercise books. The school's marking policy also emphasises the need for constructive marking, and teachers are gradually developing their own skills in providing useful comments which move the pupils' learning forward as well as celebrating their achievement. The school plans to make significant attempts to encourage pupils to assess their own learning and to develop a greater understanding of what they need to do to achieve the 'next steps' in their learning. This is part of the co-ordinator's plan for development.

45. Although staff routinely monitor the success of lessons and use their assessments to inform future planning, in many subjects, formal assessment procedures are not sufficiently well developed to record the National Curriculum levels at which pupils achieve.

46. The monitoring of attendance and punctuality is satisfactory. Although the school has introduced new measures for analysing, monitoring and following up absences and lateness, the procedures have not been in place long enough to have improved performance. There are no incentives for pupils designed to improve attendance and punctuality. The school complies with statutory requirements for registration and the coding and the recording of attendance. The school contacts parents to check on unknown absences, but not specifically on the first day. The school follows up absences and lateness by communicating with parents by telephone or letter, if further information is required. The educational welfare service is supporting the school, although this provision is limited to one hour per term.

47. Pupils join in a range of events in the school that contribute to their personal development including raising money for charities, visits and extra-curricular activities. There are some opportunities for pupils to develop independence and to use their initiative.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school are good. The school has established good links with the parents. Their contribution to the school is good, the impact of their involvement with school is very good and the information they receive is good.

49. There is an active parents' association, which has raised a substantial amount of money for the infant and junior schools. Parents are invited to help and support the school, attend assemblies, performances, curriculum events, briefing meetings and parents' evenings. Parents are able to communicate with the school on a daily basis by seeing members of staff, by arranging appointments or by using the pupils' contact books.

50. The information provided for parents is good. Parents are provided with information on work that can be done at home, newsletters and day-to-day class and school information.

51. Induction procedures for children are good. Home visits form the initial part of each child's entry into the Nursery and Reception classes. Parents are then invited to meet the staff and bring their child into the school for a short visit. A Starting School booklet is completed on the home visit and parents also receive and are asked to sign a home/school agreement. The induction of children into the Nursery then occurs in small groups over a period of two weeks and parents are encouraged to stay until their child is settled.

52. Parents of pupils with special educational needs are very well informed about the school's provision for their children. They know what targets are set, and that there is a part for them to play at home in the individual education plans. Parents attend annual reviews for those pupils who have statement of special educational need. Their views are sought and recorded for these reviews. Parents also become involved in termly reviews of pupils' individual targets. They take an active part in the school's provision for those pupils who have special educational needs.

53. The school communicates with parents on attendance and timekeeping in writing and by telephone, and will follow up unannounced absences although not always on the first day of a pupil's absence. Parents confirm that the school is welcoming and that it does operate an "open door" policy. They feel that it is a vital part of the community.

54. Although a significant number of parents in their questionnaires felt they were not well informed about pupils' progress, the inspectors found that the information was sufficient. Pupils' annual reports are detailed, and show that teachers know their pupils well. The reports include all appropriate information, list pupils' achievements and include targets and examples of how pupils can make further progress. Parents confirm that they find reports helpful. Other documentation for parents is informative, however, the prospectus and the governors' Annual Report to parents do not fully satisfy all the legal requirements. These omissions have been notified to the acting headteacher and governors.

55. Parents' contribution to pupils' learning is good. Comments on homework by parents at their meeting, were that it was appropriate and monitored, although voluntary. Inspectors found that the contribution of homework and its use are satisfactory. During the inspection there were several parents helping in classrooms and members of staff confirm that this is not unusual, as parents are very much involved in the work of the school. There are many who come in to hear pupils read and to help with trips and visits. Parents who have helped in school have gone on to become members of staff and have taken part in training courses. Parents are confident that the school will respond positively to any suggestions or complaints made by them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of the school's leadership and management is very good. At the time of the last inspection, the same judgement was made. However, there have been two changes of headteacher since then, so the high standards of leadership and management have been maintained in difficult

circumstances. The leadership of the school ensures clear educational direction. The school has a very good ethos. The school aims to provide a secure, happy environment that builds on success at an individual level. It is successful in meeting this objective. The governing body fulfils its responsibilities well. The school is well placed to improve in the future.

57. The acting headteacher is well supported by the acting deputies, and all members of staff. There is a strong team spirit at the school. The monitoring, evaluation and improvement of teaching by the senior management team and co-ordinators is a developing area, and one that is identified in the acting headteacher's action plan. In the past, some co-ordinators have had opportunities to monitor lessons, but this has lapsed due to the staffing situation at the school. Assessment is well used in English and mathematics, and is a developing area in all other subjects. There is a shared sense of responsibility in the school and staff want to do the best for the pupils that they teach. All support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The school has good links with the on-site junior school, and these are improving all the time. The governors' intention for the school to work in partnership with parents is successful. The school actively promotes equal opportunities through its daily life. This is a caring school underpinned by valuing and respecting each individual's contribution.

58. The school improvement plan exists as the acting headteacher's own action plan. This plan outlines developments for two terms. This is appropriate until the new headteacher takes up her post in April. Although this supports the school's priorities well, it is not sufficiently long-term. The acting headteacher has a clear vision for this school that includes the involvement of staff in development activities in order for them to take responsibility for their own area with confidence. This follows a period of turmoil and instability following the sudden departure of the previous headteacher. A key area is to establish a framework for monitoring and evaluation which is clear to all and involves all in making judgements, and to use this framework to secure school improvements. Together with the governors, there is a clear timetable to review policies on a rolling programme. This term, policies for equal opportunities, the Foundation Stage and racial equality have benefited from review. The school has responded positively to the issues raised in the last inspection, and is continuing to address the issue of assessment procedures and practice in science and other subjects.

59. The school has a number of policies to promote the inclusion of all its pupils into the opportunities that it provides, and analyses trends in attainment to monitor the performance of pupils. The effectiveness of co-ordinators in the identification of what needs to be developed in different subjects is good. The school has a proportion of pupils from minority ethnic groups and it has established procedures to monitor their performance in comparison with other groups of pupils. As a result, they achieve as well as other pupils.

60. A strength of the leadership is the high standards that the school aspires to. There are strong links with higher education institutions. The school has gained a 'Training Partner Kite-mark' from the local university, for giving support to teaching students above and beyond what is expected. The local 'business partnership' has given the school an award for providing excellent work experience opportunities. Furthermore, the school has re-recognition for the 'Investors in People' mark. The school has undertaken performance management successfully but, until a school improvement plan is securely in place, the link between staff training needs and the development needs of the school is tenuous. The acting headteacher has already identified this in her action plan.

61. The management of the provision for children in the Foundation Stage is good. The teacher responsible is one of the Reception class teachers and, consequently, has a clear overview of the provision. She has a good knowledge and understanding of the needs of young children and provides good leadership. The quality of relationships in the Foundation Stage is very good and the Nursery and Reception operate well as a unit. The Nursery is well staffed with a full time teacher and two well-qualified and experienced assistants. Each Reception teacher has a teaching assistant. The school has a new purpose built integral Nursery unit with an adjacent outdoor play area. However, the

Nursery accommodation indoors is small and does restrict the free movement of children while participating in the practical activities. Neither is there sufficient storage space or a kitchen area for staff. A covered outdoor area is due to be constructed in the very near future. Although children in the Reception classes have their own designated outdoor play area it is not easily accessible for two of the classes. However, teachers have organised a time for each class to use the facilities and this is used well to promote children's physical skills. Learning resources are overall, adequate to support children's learning indoors and outdoors.

62. The leadership and management of special educational needs are very good. The acting headteacher has been leading this part of the school for five years and has established very good provision for these pupils. She organises individual support, pupils' targets, and the deployment of assistants very well. Legal requirements are met for those pupils who have statements of special educational need. The organisation of the small groups of pupils who have specific learning difficulties is also very good and is helping those pupils to make good progress towards their targets.

63. The standards reported in the last OFSTED report for the provision for special educational needs have largely been maintained, and are good. Pupils continue to make good progress towards their targets. Some very good additions are the provision for those pupils who have specific learning difficulties and the groups to help higher attaining pupils and those who need extra help. Learning support assistants are giving good support, and the school provides well for gifted and talented pupils as well as the higher attainers, and those who need extra support.

64. The availability and deployment of staff are good. There is a sufficient number of well-qualified staff, who have a wide range of expertise. Job descriptions provide a good framework for staff, and these are to be reviewed. The school is recognised for the high quality training it provides for trainee teachers and, currently, has two registered teachers on the staff. Induction procedures are good.

65. The accommodation is satisfactory for teaching the curriculum. It is located in an entirely surrounded urban setting with some natural features. There is a grass games area shared with the junior school, and hard play areas that are supplemented by pieces of play equipment and some playground markings. There are few opportunities for pupils to enjoy adventurous and imaginative play. The school also shares with the adjacent junior school a very rich garden with quiet and secluded areas, but this is only accessible when the weather permits. The school buildings include five temporary structures that are not connected to the main school building, and whose condition ranges from very new to poor. The canteen and kitchen buildings shared with the junior school are poor, and are also separate from the main school building.

66. For Foundation Stage pupils, the Nursery provision suffers from a lack of teaching space. The nursery building, a new temporary structure close to the main school building is shortly to be provided with a separate entrance path and cover for outside play. There is no dedicated area for the treatment of pupils (presently the disabled toilet is used for this purpose) and the provision suffers from a lack of storage space. The two Reception classrooms are also housed in a temporary building that has its own garden and play area. There is insufficient teaching space in either class-room and insufficient storage space.

67. The library is housed in a temporary building that doubles as a music room. This is unsatisfactory as it is away from the main school building. Another temporary building is used for the treatment of pupils during play times and as additional classroom space. The main school building is in satisfactory condition, with surface repairs required to the tiled roof and replacement of all windows. Estimates have been obtained for the roof repairs and the school has already embarked on a window replacement programme. Pupils' toilets are being refurbished as part of a rolling programme.

68. The internal decoration of the school is good and is enriched by displays of artefacts, art and pupils' work. The classrooms for pupils in Years 1 and 2 are small in size for thirty pupils, but are provided with sinks and storage space. The office spaces are satisfactory and there is a welfare room

for the treatment of pupils, but the school is short of storage space for teaching materials and resources. The school is well maintained internally and bears testament to the hard work and dedication of the site management staff.

69. Resources are satisfactory overall but, in information and communication technology, the lack of computers limits the pupils' progress. The school is aware of this, and is addressing the issue within the limits of the accommodation.

70. As in the previous inspection, financial planning is prudent, although the lack of a long-term school improvement plan does not provide the school and governors with the opportunity to identify financial priorities for the future. The high financial carry over of 13.7 per cent for 1999/2000 has been successfully reduced for 2000/1 to just under ten per cent. Although this is significantly higher than the recommended figure of five per cent, the excess funds were held over in anticipation of a possible shortfall in the funding for the new Nursery unit and have been used to cover the cost of the window replacement programme.

71. Comments made in the last financial management audit have all been addressed and systems introduced to remedy the shortcomings identified. The extent to which principles of best value are applied is satisfactory. The school follows the Local Education Authority's guidance and obtains competitive quotations and obtains good value for money.

72. The newly formed governing body is supportive of the school and, through its committees, is informed about curricular and resources issues. As there are four vacancies on the governing body, governors' role in monitoring the effectiveness of their policies is a developing area. The finance committee carefully monitors the school's budget and its spending. Funding grants allocated for staff training are well used. Funds for special needs and those for English as an additional language are well managed and are used prudently to support pupils. The governing body meets its strategic responsibilities in managing the school and planning for the use of resources. Individual governors are developing links to subjects and make informal visits to the school. There is a good working relationship with the management of the school. The strategic role of governors is good. Statutory requirements are met.

73. The average costs per pupil are high, but the high quality of the school's leadership and management, the good teaching, the good links with parents and the quality of the provision for pupils' spiritual, moral, social and cultural education means that the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to improve the very good work done by the school, and raise standards still further, the governing body, acting headteacher and staff should:

- (1) Formalise the monitoring of teaching and learning by:**
 - putting in place a regular plan that becomes part of the staff development programme;
 - enabling co-ordinators to undertake a full role in monitoring their curriculum areas; (paragraphs 57,121,130,134)
- (2) Put in place a formal school improvement plan that covers a longer time-scale.** (paragraphs 58,60)
- (3) Ensure that the special educational needs policy fully reflects the new requirements.** (paragraphs 22)
- (4) Further develop assessment procedures in science and other subjects where this is necessary, so that all teachers clearly record pupils' progress.** (paragraphs 44,45,57,104,117,121,126,134,137,143)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Providing better library facilities and access. (paragraphs 67,144)
- Improving attendance and the instances of lateness. (paragraphs 46,141)
- Further increase the number of computers, develop staff expertise, and plan across the curriculum. (paragraphs 15,20,69,125,139,142,156)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	18	41	15	0	0	0
Percentage	6	22	53	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	360
Number of full-time pupils known to be eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	79	71	150

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	74	72	77
	Girls	70	70	68
	Total	144	142	145
Percentage of pupils at NC level 2 or above	School	96 (93)	95(95)	97(99)
	National	84 (83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	73	73	73
	Girls	69	68	71
	Total	142	141	144
Percentage of pupils at NC level 2 or above	School	95(95)	94(97)	96 (97)
	National	85(84)	89(88)	89 (88)

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24
Average class size	32.7

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	266

Qualified teachers and support staff: nursery

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

Total number of education support staff	2
Total aggregate hours worked per week	39

Number of pupils per FTE adult	15:1
--------------------------------	------

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	4.6

Total number of vacant teaching posts (FTE)	1.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

Total income	997697
Total expenditure	896547
Expenditure per pupil	2135
Balance brought forward from previous year	35330
Balance carried forward to next year	136480

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	236

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	2	0	0
My child is making good progress in school.	49	44	5	0	0
Behaviour in the school is good.	39	55	4	0	1
My child gets the right amount of work to do at home.	33	49	7	2	2
The teaching is good.	50	44	1	1	3
I am kept well informed about how my child is getting on.	30	46	20	2	1
I would feel comfortable about approaching the school with questions or a problem.	53	42	3	1	1
The school expects my child to work hard and achieve his or her best.	46	43	6	0	4
The school works closely with parents.	35	45	14	0	5
The school is well led and managed.	36	48	7	1	8
The school is helping my child become mature and responsible.	42	51	3	0	2
The school provides an interesting range of activities outside lessons.	12	35	26	5	20

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

75. In the last inspection, the provision for children in the Foundation Stage was considered to be good. However, the school has continued to improve it further and it is now very good in the Nursery. This is a strength of the school. The very good learning opportunities in the Nursery provide children with a very good start to their education. Children join the Nursery with a wide variation of skills. The very good teaching in the Nursery is extremely successful in promoting each child's learning. They progress well and successfully learn a wide range of skills. The range of attainment measured by baseline assessment shows that children's attainment on entry to the Reception classes is average. The quality of teaching and learning in the Reception classes is good overall and children broaden and consolidate their knowledge in all areas of learning. By the time they leave the Reception classes, the majority of the children achieve well and are on course to exceed the Early Learning Goals in their personal, social and emotional development, creative development and in their knowledge and understanding of the world. In their communication, language and literacy, mathematical and physical development, most children attain standards that are similar to those found in most schools for this age group. Children with special educational needs, and those with English as an additional language make good progress with support.

76. Children enter the Nursery for either a morning or afternoon session in the autumn term, after their third birthday. The very good teaching and sensitive support provided by the Nursery staff help children to settle quickly into the routines and develop self-confidence and assurance. Children transfer to the Reception classes to start their full-time education in the autumn term before their fifth birthday. The school also admits a large number of children into the Reception classes from playgroups and nurseries, in addition to those children they receive from their own Nursery.

Personal, social and emotional development.

77. The very good teaching and learning in the Nursery successfully promote children's personal, social and emotional development and is a strength of the school. Good teaching and learning in Reception build effectively on children's Nursery experiences. Children make good progress, and are well on course to exceed the Early Learning Goals in this area of learning. The good admission procedures ensure that plenty of time is given to parents and their children. Consequently, the children quickly settle in their new surroundings in the Nursery and very quickly begin to explore the variety of activities on offer. Children are given very good opportunities to play and work together and, with the very good support of all adults, they learn to take care of their own needs and become increasingly independent. Children are constantly encouraged to feel confident about what they can achieve. As a result, they respond well, make choices and develop mature attitudes to learning. Their behaviour is very good and even those who find it difficult to socialise at first soon develop a clear sense of right and wrong. The Nursery is totally inclusive with all children having equal access to the very good opportunities provided.

78. In the Nursery and Reception classes, children show great enthusiasm for learning and display high levels of interest and involvement in the experiences provided for them. They work together well, share resources fairly and take turns appropriately when using the equipment. However, at times, they do need reminding to help put the equipment away. They settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. Most children attend to their personal hygiene appropriately and dress and undress themselves independently before and after physical education lessons.

79. Personal and social development is strongly promoted in all areas of learning and the planning is thorough in the Nursery and Reception classes. The broad range of activities provided for all children in the Nursery is used to very good effect. The well-established routines and caring nature of the provision in the Nursery allow all children to feel secure and to grow in confidence. The Nursery teacher has created a secure environment in which children are valued as individuals and are encouraged to share and talk about their feelings. For example, during the inspection, the Nursery teacher skilfully used 'Ann', a puppet, to support children's growing awareness of their feelings and to help them resolve an issue, such as what to do if someone was unkind to them. In addition to this, there are many moments for fun provided by the staff, which strengthen the developing bond within the Nursery. All adults working with the children in the Foundation Stage provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. Staff also promote children's personal independence effectively. For instance, in the Nursery, the well-planned focused activities provide very good opportunities for the children to choose whether to work alone, in small groups or with an adult. The Reception teachers ensure that the children know what is expected of them and encourage them to become responsible for tidying up.

Communication, language and literacy.

80. On entry to the Nursery, there is a wide variation between children's skills in expressing themselves, although there are several who are fluent and demonstrate that they have a broad vocabulary. Individuals are generally confident when framing questions for visitors and make sensible comments about their observations. A high priority is given to promoting language skills in the Nursery and the very good teaching ensures that children make good progress. By the time they move to the Reception classes, most children communicate well by speaking clearly and listening and responding with enjoyment. Many are on course to exceed the recommended Early Learning Goals for communication. In their language and literacy development, most children are on course to reach the expected standards. Staff provide many good opportunities for children to communicate with each other and adults. The very good teaching in the Nursery ensures that all adults give time to talk with the children and encourage them to express their needs in words. All activities are carefully planned to encourage children to give verbal responses to questions and to extend their vocabulary. For example, in the Nursery, as children explore paint with their hands, build with blocks and experience the excitement of blowing bubbles, they are constantly encouraged to talk about what they are doing. All adults show children that they value their efforts at communicating. Consequently, the children take part in these activities with great enthusiasm, as observed when a child blowing bubbles exclaimed, 'We're blowing bubbles up in the sky'.

81. The Nursery environment is enriched by the signs and labels that reflect the importance that staff put on the development of children's language and dressing up clothes and role-play areas are used well to stimulate conversation between children. For example, they realistically act out the role of 'Handa' while carrying baskets of fruit on their heads, after listening to the story *Handa's Surprise*. All children benefit from skilful individual support and lots of encouragement. Children make a good start to reading in the Nursery by having regular opportunities to share books with adults and listen to stories. They enjoy listening to stories and become confident in using language to describe the main story events. For example, after listening enthralled to the story of *The Very Hungry Caterpillar*, children in the Nursery were able explain what happened and put the food the caterpillar ate in the correct order. In the Reception classes, good teaching helps to promote early literacy skills and many children begin to recognise frequent words in their reading books. They show an awareness of rhyme, hear and say the initial sounds in words and know which letters represent some of the sounds. All children readily share books with adults and talk enthusiastically about their favourite books.

82. Elements of the Literacy Framework are introduced gradually in the Reception classes, and are well used to meet the needs of the children. An effective range of strategies used by teachers

develops children's understanding of letter sounds well and many learn to use their knowledge to help them read and spell simple words, such as, cup, man and hat. Children are provided with many opportunities to develop an awareness of writing for different purposes whatever their stage of development. Supplies of paper, pencils and crayons are readily available for children to use both in the Nursery and Reception classes. Children in the Reception classes learn to write under the teachers' script and to use a sentence book to help them with their writing. The more able children confidently 'have a go' at writing and use their phonic knowledge to make phonetically plausible attempts at words. For example, a child wrote, 'Godlos wet tow the fre bes hoas' (Goldilocks went to the three bears' house). Even those children who find learning more difficult, ascribe meanings to the marks they make and attempt writing random letter strings as a means of recording.

Mathematical development.

83. Children's mathematical abilities are average when they start in the Nursery. The good teaching and learning in the Nursery and Reception classes successfully promote the children's mathematical achievement and consequently, most children are on course to attain the Early learning Goals by the end of the Reception year. In the Nursery, children are provided with a wide range of practical experiences, such as sorting activities, number games and puzzles to extend their mathematical skills. All adults make good use of opportunities to talk mathematically as children play. For example, while building with bricks, the children were asked 'What shape is this?' and 'How many sides does it have?' They learn to use language such as biggest, middle-size and smallest when building with the bricks and put the matching sized teddies to sit on top of the walls. Every opportunity is used to promote the children's confidence in using numbers. For example, after sorting and counting out sets of differently coloured sweets, the Nursery teacher got the children to record their work by colouring in the correct number of squares to match the colours and number of sweets.

84. Good teaching and learning in the Nursery prepare children well for their future learning in the Reception classes. Most children in the Nursery recognise and count numbers to five and in the Reception classes recognise numbers to ten and count beyond twenty when, for instance, counting the number of children in the class. The more able children in the Reception classes are familiar with the terms, 'add' and 'take away' and, in practical activities and games, confidently have a go at carrying out simple calculations with numbers up to ten. Most children recognise colours, name a triangle, circle, rectangle and square and begin to describe their properties, such as a triangle having three sides and three points.

85. Mathematical development is well promoted through the use of number games and songs both in the Nursery and Reception classes. The good teaching in the Nursery ensures that the children develop their mathematical ideas through well-planned play situations. The more formal activities for mathematics are introduced carefully to children in the Reception classes through the framework for teaching numeracy. The work is well planned and children are encouraged to develop their mathematical ideas through practical experiences such as number games, building with bricks and making shape pictures. The direct teaching of mathematics when working with children in small groups is often imaginative and takes full account of the children's mathematical development. For example, when playing a dice game to practise subtraction, the children learn to count the number of spots up to six, take away the matching number of counters off the 'spotted dog' number card and count how many are left. However, at times, the choice of different activities provided by teachers in the Reception classes do not always support and draw out the mathematical learning that is being promoted in the focused teaching groups. Number songs such as 'Ten in a Bed' are used well to reinforce counting to ten and back. Classrooms are also used effectively to display numbers and to encourage children to develop a greater understanding of vocabulary such as big, middle size and small when comparing the size of the three bears.

Knowledge and understanding of the world.

86. Many children have a good level of general knowledge on starting school. They make good progress in all aspects of this area of learning and most children are on course to exceed the recommended expectations by the end of the Reception year. This is largely due to the high quality teaching and wide range of learning experiences provided in the Nursery and Reception classes. The Nursery provides a very stimulating environment for learning and all staff ensure that children's natural curiosity and enthusiasm are enhanced by questions that promote learning. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, the Nursery teacher used a set of puppets skilfully to bring the story of the very hungry caterpillar alive to the children. As a result, they were able to use words and phrases competently to describe the life cycle of a butterfly. In their work on senses, the children learn to identify objects in 'feely boxes' without seeing them. Perceptive questioning by support staff, such as, 'Can you find something hard?' 'What would you use a comb for?' 'What happens to washing when we hang it on a line?' really made the children think and developed their language skills in learning to reply. Teachers in the Reception classes build on these experiences and encourage children to use their sense of touch to compare the feel of ice cubes to that of a hot water bottle. After the children had made their observations they decided to put the ice cubes on top of the hot water bottles to see what would happen. The teacher successfully used this to promote learning by asking the children what they thought might happen. Fascinated, the children watched and talked about the hot water bottle melting the ice and turning it to water.

87. Most children use and understand the language of time, such as 'then' and 'now' and develop an understanding of the past as they look at their own personal history. Activities with the 'small world' toys allow children in the Nursery and Reception classes to engage in role-play that relates to everyday experiences and, in some instances, to places elsewhere in the world. For example, while playing with the toy cars, aeroplanes and boats on a play map of the world, children in the Nursery talked about having to go to China on an aeroplane because a car would sink in the water. In the Reception classes, children build on this knowledge and draw simple maps of an imaginary place entitled, 'What a wonderful world'. A good range of construction toys and materials are provided for the children to explore and use their skills to make models. Children in the Nursery show good 'making' skills and, by the time they enter the Reception classes, have developed a good sense of how things join together.

88. In the Reception year, children use a variety of simple tools and techniques to shape, assemble and join materials effectively to make models of such things as toy vehicles, castles and houses for the three little pigs. They have an increasing understanding of modern technology as they regularly use computers in the Nursery. In the Reception classes, children make satisfactory progress and become increasingly confident in using the mouse to click on and move items on the screen. Careful attention is given to introducing children to a suitable range of religions and beliefs, through listening to stories and by providing experiences that reflect a variety of cultures. For example, children have had the opportunity to make Chinese dragons in celebration of the Chinese New Year. The celebration of Christmas and the Hindu festival of Divali further raises their awareness. The good range of planned activities always starts from what they know and enables them to extend their experience and knowledge of the world.

Physical development.

89. Teaching and learning are good in this area of learning. Children in the Nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop an awareness of space around them. The outside play area for children in the Nursery is appropriately resourced and provides children with a suitable range of equipment for them to practise physical skills such as running, riding tricycles and jumping on and off boxes. This area is in the process of being extended to include a covered area and suitable clambering equipment. Staff make very good use of the space, and the time outdoors is well planned as part of

the everyday activities provided for the children. Reception class teachers do not have easy access to their outside area, but each class is timetabled to use it daily and all teachers make good use of the time available to develop children's physical skills, when the weather is good. They also use the school hall for physical education lessons. In these lessons, the quality of teaching is good and children learn to move with increasing control and co-ordination. In the lessons observed, the children showed increasing control over a ball by patting it with their hands and tapping it with their feet. This skill was developed well as the children were put into pairs to roll a ball at a target. Once their skills were sufficient to hit the target with a reasonable degree of success, the children were given the opportunity to throw and catch a ball to one another, which, with practice, a number of them managed to achieve. Staff successfully develop children's confidence and teach them to become independent when changing their clothes before and after a lesson.

90. Good opportunities are provided for the children to develop their finer manipulative skills in both the Nursery and Reception classes, for example, in cutting and sticking paper and card, modelling with scrap materials, fixing jigsaw pieces together and using brushes for painting. They are also provided with an appropriate range of malleable materials, such as play dough and clay. Consequently, by the end of the Reception year, the children demonstrate increasing confidence and control in the use of tools such as scissors, paintbrushes and glue spatulas. Most children make marks with a variety of materials and show increasing dexterity and control in drawing and writing.

Creative development.

91. A very good range of activities with well focused support and encouragement from adults mean that children make good gains in learning overall in developing their creative skills and are on course to exceed the nationally recommended levels of attainment by the end of the Reception year. The quality of teaching and learning is very good and activities are well resourced and organised. In the Nursery and Reception classes, role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. Children engage in role-play in the home corner based on their own first-hand experiences, such as dressing up to go to a wedding, feeding the baby and phoning their friends. However, the accommodation is small and although the staff do their best, at times, the space restricts the opportunities for the number of children in the classes to move round freely and incorporate their ideas fully into role-play activities. However, because the Reception classes do not have free access to the designated outside area, opportunities to extend children's imaginative play to outdoors is not possible. Many children enjoy playing with the 'small world' toys to act out their own stories and create interesting models using a wide range of construction equipment. In their artwork, children use paint imaginatively and print with different objects, such as their hands, fingers and sponges. Children regularly paint and, from an early age, use crayons and charcoal skilfully. Children in the Nursery have made charcoal drawings of teddies, which show that they have been taught to observe detail carefully. They have many opportunities to experiment with colour and texture. For example, children in the Nursery created 'toothbrush' paintings using powder paint, paste and water and, by tearing tissue paper, made pictures of snails in the style of Matisse.

92. In the Reception classes, children build on these skills well and their work on display shows some good interpretations of Mondrian's 'Broadway Boogie Woogie' painting. They have worked with thread and had learned a variety of stitches to make patterns. Once a week, the Reception classes come together for a creative morning. This is well organised and very effective. Children thoroughly enjoy this time and produce a wide range of artwork, such as wax resist paintings, string patterns, observational drawings, 'junk' models, clay models and learn to mix colours. They use paint imaginatively and the results show successful development from the Nursery and through the Reception year. Staff support these activities effectively and they use every opportunity to extend children's language by talking about the materials and techniques used. All children learn a range of songs by heart, including many with actions. In the Reception classes, children learn to distinguish

between singing loud and soft, clap simple repeated rhythms and use their own names as base to tap out a rhythm. Children enjoy dancing and expressing their feelings to music through dance.

ENGLISH

93. Pupils' attainment by the age of seven is well above average. This is a good improvement on the last inspection when the percentage of pupils achieving the higher levels, particularly in writing, was below the national average. This is as a result of the effectiveness of the National Literacy Strategy, and the improved quality of teaching. In last year's national tests for seven-year-olds, the school achieved well above average results in reading and writing compared with all and similar schools. Ninety-six per cent of pupils achieved Level 2 or above in reading, and 95 per cent achieved Level 2 or above in writing. Girls performed better than boys in reading and writing. For pupils achieving the higher Level 3, the school's performance in reading was well above the national average with 45 per cent reaching this level. In writing 18 per cent achieved Level 3. Whilst this is significantly lower than reading, it is well above the national average. One per cent (one child) achieved Level 4 in both reading and writing.

94. The school analysed last year's results very carefully and identified two areas for further development. The raising of pupils' achievement at the lower end of Level 2, and ensuring appropriate challenge and extension in work for more able pupils. These areas have been addressed and evidence from lesson observations, scrutiny of teachers' planning and assessment of pupils' work indicates that the action being taken is effective. The school's high expectations are reflected in targets for this year's tests, which are based on the pupils' attainment on entry and the school's ongoing assessments. These include a three per cent increase in the performance of more able pupils in writing, and for two pupils to achieve Level 4 in reading.

95. As they move through the school, pupils with special educational needs make good progress because they receive well-planned and effective support in classes and their progress is regularly reviewed. The programme of 'Early Literacy Support', carried out by teaching assistants, is a key feature in promoting the development of children at risk of falling behind. Pupils who have English as an additional language are well supported by the teachers' careful planning. They are fully included in lessons and make good progress as a result. No significant differences between the achievement of boys and girls were observed during the inspection. The more able pupils are challenged in their learning, and the majority of pupils make good progress.

96. Standards in speaking and listening are above average, and are a strength of the school. Pupils enter the Reception classes with average levels of competence in spoken language, but make good progress as a result of teaching which is specifically planned to improve this aspect of their learning. The teaching and assessment of speaking and listening are priorities identified in the current subject improvement plan and good use is being made of teaching assistants who monitor pupils' spoken contribution to lessons. An example of very good practice was seen in a Year 1 class when pupils worked in pairs to provide each other with basic information about what they had had for breakfast, and the names of family members. Pupils approached the task with great seriousness and many were heard checking the information given by asking their partner to confirm what they had said. Some pupils were then asked to recount what they had learned to the whole class and were supported in doing this by sensitive questioning by the class teacher.

97. In a Year 2 class pupils listened with rapt attention as the teacher gave an account of the 'Great Fire of London' from the point of view of a servant. When she had finished, pupils immediately began putting questions to her as though she were still in role. In most classes, pupils listen very attentively to their teachers and to each other's contributions. More able pupils can express their ideas and opinions confidently and fluently, often developing the detail and depth of their answers. In another Year 2 class, two pupils used pertinent questions to clarify instructions given them by the teacher for a complex written task. Teachers provide good role models when talking to pupils and other adults, and when reading aloud. Some more able pupils were able to make thoughtful comments about how the

voice could create suspense or tension, but most pupils were dependent on the teacher's carefully thought-out questions to help them develop their responses. Teaching assistants, who provide supportive questions during group work to develop their spoken language, encourage pupils with English as an additional language. Strategies to encourage speaking during whole class teaching are intended to enhance the school's provision for these pupils.

98. In Year 2 standards in reading are well above average. Teaching provides a thorough grounding in phonics and pupils are taught to use phonic and contextual clues to read new words. Carefully planned lessons, particularly those that provide specific plans for teaching assistants and other adults, ensure a structured programme of teaching. During the literacy hour, pupils enjoy reading the shared text, and most do so confidently and clearly. The best teaching helped the majority of them to read expressively, responding to the need to vary their voices, according to the character or mood of the story. Older pupils show a developing understanding that words in italics, bold type or capital letters should be read with a particular emphasis. Most pupils choose their own books from within a 'colour coded' level of difficulty. They are taught a range of techniques for selecting appropriately, including the use of 'the blurb'.

99. With non-fiction texts, good teaching ensures older pupils understand the purpose of the contents page, chapter headings, index and glossary. For example, during a literacy lesson that focused on non-fiction books, a Year 2 teacher purposefully questioned more able pupils to establish that alphabetical order is organised beyond the initial letter. Several then successfully ordered words using the third letter for entry into the glossary they were creating. Most pupils read aloud confidently. They relate illustrations to the text, can predict what is likely to happen next in the story, and discuss and express opinions about what they have read. Classes have a weekly lesson in the library when they select books to take home and are provided with structured activities to help them understand how a library is organised. The position of the library in a room outside the main building hampers its effective use, as does the 'doubling-up' as a music room which restricts the space to display the books. Stock has not been recently renewed and is insufficient to support the demands of the full curriculum or to reflect the multi-cultural nature of society. For example, the range of contemporary fiction does not provide sufficient opportunities for more able readers to extend their experience of demanding texts.

100. Standards in writing are well above average. Opportunities are provided for pupils to write for a range of purposes. They retell stories or write their own, often from a particular perspective. For example, in a Year 1 class pupils had been asked to re-write a Chinese folk tale from the point of view of one of the characters. They had written their finished stories on the computer and displayed them with illustrations on the classroom wall. Expressive writing is encouraged with a variety of stimuli and pupils respond well, with pieces describing their feelings while listening to music from a different culture. However, the teaching of expressive writing lacked the use of examples on which the pupils could model their work. More demanding tasks are provided for Year 2 pupils in their history studies. In two lessons, more able pupils were asked to write about the 'Great Fire of London' in the style of a newspaper report. They worked in groups of two or three, discussing the content, style and vocabulary to be used to complete the task successfully. Although the teacher worked hard to establish suitable vocabulary, the lack of exemplar material made the pupils' understanding of the task more difficult.

101. Handwriting is effectively taught. Most pupils are beginning to write with a consistent style and joined by the time they reach Year 2, whilst a few of the most able write with a fully cursive hand. Writing is effectively used to support learning in other subjects and areas of the curriculum. For example, in describing and evaluating work in design and technology, and in developing contacts with a school in Finland via e-mail. Pupils organise their work to a clearly understood format and take a pride in presenting their work as neatly and carefully as they can. Their work is valued and respected by adults, and this helps to sustain the good care and quality of effort.

102. Information and communication technology is used in a variety of ways to support pupils' learning. Word processing is widely employed. Year 1 pupils working on a particularly effective spelling exercise selected words from a choice provided on a drop-down menu. Drawing programs are used to add illustrations to pupils' word-processed stories. An example of imaginative use of different fonts and styles was seen in work where pupils used them to emphasise particular words for effect.

103. The quality of teaching and learning observed was good overall, with a particularly high standard in Year 2. There are very good relationships between pupils and adults in the classroom. These relationships create a positive atmosphere for learning and give pupils confidence to develop their skills and their understanding, under the guidance of teachers and support staff who know their pupils well. Teachers have good subject knowledge, which is evident in their confident management of the literacy hour and in their clear and interesting presentations, which effectively interest and involve pupils. Teaching assistants are well prepared and, in the best lessons seen, were active in working with the teacher and managing the pupils. Most lessons have a brisk, purposeful pace because lessons are well planned and pupils are given a clear understanding of what they are expected to learn. Homework is well used to consolidate and extend pupils' learning. It is a sensible balance of formal and informal activities intended to involve parents in their children's learning, and reinforce the evident pleasure with which many pupils view the subject. The school has had a recent arts workshop linked to traditional stories from around the world, and other storytellers, authors and theatre groups. However, these are not a regular occurrence.

104. The subject is well led by an experienced and well-qualified co-ordinator. Planning is good and regularly monitored by senior staff, and assessment is effective and well used. Teaching assistants carry out daily observations of selected pupils and these are discussed with class teachers. On-going, detailed assessment of progress is effectively used for planning the next steps in learning and this is supplemented by marking which both compliments the pupils on their success, and gives clear direction for improvement. The school is aware that the extent to which pupils are involved in assessing their own learning is limited, and recognises that this is an aspect to be addressed. Teachers have a good knowledge of National Curriculum attainment levels, reinforced by termly moderation sessions with colleagues, and this provides a clear understanding of how well the pupils are achieving. The co-ordinator and headteacher have carried out some observations of teaching. However, the school recognises that this has not been rigorously developed to bring the standard of all teaching in the subject up to that of the best seen during the inspection.

MATHEMATICS

105. In Year 2, pupils attain above average standards in numeracy and all other areas of the mathematics curriculum. Pupils generally make good progress, including those who have special educational needs, and those for whom English is an additional language. In some lessons, pupils make very good progress. These findings are similar to those of the last report, and also with the results of the 2001 National Curriculum tests. When the results over the past three years are analysed, the trend has been consistently upwards, and matching this is the school's forecast for this year's results that predict well above average marks. The National Numeracy Strategy has been implemented very well, and results have been steadily improving since its beginning. The school's results for 2001 for Level 2, were only one per cent below the agreed overall target, and the targets agreed with the Local Educational Authority for the next two years match those derived from the school's own data.

106. Teaching and learning are good. Teachers plan well and use methods that enable pupils to make good or very good progress. They provide well for all their pupils, including those who are higher attainers and those who need extra help. Likewise, pupils who have English as an additional language are well provided for and supported.

107. Pupils learn well in all aspects of mathematics, such as Year 1 pupils learning how to use appropriate words when telling the time. An example of this was a good Year 1 lesson where pupils were learning to use the vocabulary relating to "o'clock" and half past the hour. They all had model

clocks and learnt how to move the hour hand on to correspond with the hour given by the teacher. Teachers manage their classes well and, as a result, pupils' behaviour and attitudes towards mathematics are generally good, with a significant number of lessons where they are very good. Pupils know the names of two and three-dimensional shapes, and learn how to find out which is heavier or lighter when weighing objects. They understand the meanings of 'more than' and 'less than,' and use their 100 squares when discovering number patterns.

108. Teachers ensure that mathematics is securely related to pupils' everyday lives. For example, they solve "shopping" problems and learn how to give change. Year 2 pupils focused on money problems during the week of the inspection. In a good Year 2 lesson, some pupils were seen extending their number work about addition by applying decimal notation and the use of money. They learn time sequences such as days, months and seasons, and they use standard units when measuring length, and add centimetres and metres. Pupils understand simple fractions and use graphs to convey the findings of surveys such as the one about the 'Smarties' in a tube. The pace of lessons is usually good, and this was exemplified in a good Year 2 lesson where pupils started with a brisk mental mathematics session involving making 10's and 20's from a given number. Pupils explained their workings well and were able to describe the steps they took to arrive at the answer. "Because I had it in my head and counted on," explained one pupil in a Year 2 lesson. Teachers always share the learning intentions with pupils and, in many lessons, pupils write this down in their books at the start of the work. At the end of a lesson, there is usually a time when the whole class comes together to share what they have been doing in their groups. Teachers are confident with the National Numeracy Strategy and they apply it effectively.

109. The records of pupils' work and the results of the National Curriculum tests are fully analysed and these facts and figures help teachers plan for a future focus on topics that may need re-visiting or more time spent on them. Teachers are particularly skilled at adapting their lesson when they realise that pupils have not quite understood the topic. For example, in a good Year 2 lesson, pupils were working on addition of three digit numbers. The teacher, realising that some pupils had not really grasped this, extended the time spent on doubling and halving so that this led more easily into the new work.

110. The leadership of the subject is good, and there has been good improvement since the last inspection. The co-ordinator monitors some mathematics teaching, and the assessment of pupils' work is very good. Teachers' marking is very well done. It provides a very clear picture about the levels of pupils' attainment and gives help and encouragement for further improvement. Attainment is continuing on an upward trend and there are strong indications that this will continue through to the 2002 National Curriculum test results.

111. There is insufficient mention, in teachers' planning, about the use of information and communication technology in the mathematics lessons. However, there is evidence that pupils use computers in information and communication technology lessons when collecting data and displaying it, such as bar charts and simple database work.

112. Across the subjects of the curriculum, pupils use their numeracy skills well. For example, in geography, they carried out a survey of toys and recorded this by constructing block graphs. In science, Year 2 are presenting the results of their work on food groupings also using simple graphs.

113. There has been good overall improvement since the last inspection, particularly in the rising standards of pupils' attainment, and the consistently good teaching. None of the lessons seen during the inspection was unsatisfactory.

SCIENCE

114. The findings of the inspection are that the standards attained by the pupils in Year 2 are above average. This is not as high as in the 2001 national tests, but is a good improvement since the last OFSTED inspection, when it was judged that pupils' attainment was 'in line' with national

expectations. The proportion of pupils, who are on course to attain the higher Level 3 in 2002, is well above average, and higher than the 2001 national test results. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress.

115. By the age of seven, pupils' skills in investigative science are well developed. They plan experiments to find out the most favourable locations and conditions in which to grow seeds. Pupils are very responsive to suggestions by teachers and, as a result, they confidently make predictions based on their knowledge and evidence. For example, they describe the importance of a balanced diet. They learn to record their findings in a variety of ways, including using information and communication technology to present their graph work. When they observe flowers closely, they recognise stamens and petals. Teachers make good links with pupils' art and design work on daffodils to reinforce scientific concepts. From their practical work, the majority of pupils draw accurate conclusions about what happens to their hearts following exercise. However, not all pupils successfully locate their hearts in their bodies. 'Before exercise, I feel just like sitting down and watching TV, and eating food'. After exercise, pupils think that 'They feel like falling on their beds, anywhere'. This writing indicates that the understanding of the effects of exercise on the heart, are not properly understood. Pupils know that in order to make a bulb light up, the circuit has to be complete. However, not all confidently explain what would happen if there was a break in the current. They understand the dangers of electricity, and use their literacy skills well in writing their conclusions. Pupils show a good ability in using information texts to answer questions about metals. Most Year 2 pupils confidently recognise a fair test and draw conclusions from experimental results.

116. The quality of teaching and the quality of learning have improved since the last inspection, when they were satisfactory, and they are now good. The teaching ranges from very good to satisfactory. Pupils learn rapidly in the Foundation Stage and at the end of Year 2 as lively, enthusiastic teaching captures and holds their interest throughout. In the best lessons, the management of pupils is very good, and the content is pitched at challenging levels for pupils of all abilities. Pupils accept teachers' high expectations and respond with exemplary behaviour and neat presentation of their work. Key features of successful lessons are careful planning where the needs of the wide ability range in the class are considered, and the sharing of the purpose of the lesson with the pupils. As a result of thorough questioning techniques, most teachers gauge an awareness of the pupils' understanding and adapt the work accordingly. All lessons are well organised with readily available resources. Teachers' knowledge and expertise are generally good. The use of information and communication technology is satisfactory.

117. The science curriculum is broad and balanced and meets the requirements of the National Curriculum, because the school is closely following the Qualification and Curriculum Authority's scheme of work. The subject is soundly managed by the co-ordinator. The policy for science is very out-dated. The co-ordinator has been absent since October 2001. Previously she had audited and organised the good range of resources, and had monitored the pupils' work. There was useful planned release time to observe teaching and to focus on aspects such as the development of 'Science 1'. The school uses the science statements of attainment as an on-going record sheet, but little formative assessment takes place. Not all teachers are confident in levelling pupils' work. This is an area for further development. Previously, there was a science club, and it is planned that this will re-start when the co-ordinator returns to school. The field is used well for 'mini-beast hunting', and in a topic about the school grounds, the pupils made bark rubbings. During the autumn term the pupils planted bulbs, and next term they will 'pond dip' in the park linked to their geography focus. These experiences enhance the curriculum for science. The subject makes an important contribution to pupils' spiritual and social development when they observe growth in nature and collaborate when carrying out experiments. Pupils enjoy learning about living processes by participating in walks and 'pond dipping'.

ART AND DESIGN

118. In Year 2, pupils attain standards that are above those found in most other schools. This judgement is an improvement on the findings of the school's previous inspection, which judged that standards were in line with national expectations. There has been a strong focus on art during the past year, culminating in two art days in which all classes took part. The pupils handle tools confidently and skilfully and use a variety of media such as textiles, clay, papier-mâché, pencils, printing techniques and wax resist painting to express their ideas. Collages with fabrics, which represent farm landscapes, are vibrant and well constructed. Paintings are used well to illustrate literacy work, such as *The Tortoise's Dream* and *The Three Billy Goats Gruff*. Observational drawings and paintings of daffodils are of a particularly high standard. Work done in the style of Monet, Miro, Kandinsky and Seurat shows a sensitivity towards the artists' approaches. The pupils' use of paint to produce rural landscapes in the style of Constable, Seurat, and Cézanne, shows a good degree of skill. Pupils make large collages out of a variety of materials. When studying Turkish art, pupils make plasticine models of patterns found in Turkish kelims, and translate their work into clay tiles. This also shows a good degree of skill. Pupils closely observe fruit and produce realistic representations of a pomegranate. They use potatoes to print pictures of daffodils, and a variety of collage materials to create three-dimensional pictures of daffodils. They show a mature knowledge of line and tone, as shown by pictures of the night sky. They have an adequate knowledge about the works of other artists and can identify some features of the works of Monet and Kandinsky. However, although they recently studied Van Gogh's work, Year 2 pupils are unable to name Van Gogh when looking at a picture of 'Sunflowers'. Pupils have lessons from local artists to support their learning. An example of this was the artist who worked with pupils to create impressions of African art.

119. Pupils with special educational needs and those with English as an additional language attain appropriately. Pupils with special talents in art are enabled to develop their skills very well. All pupils achieve well as skills are taught progressively. Pupils show good attitudes to their work; they concentrate hard, enjoy the subject, and show very good creative development.

120. The quality of teaching and learning is good. Teachers' expectations are good, and work shows originality and imagination. Lessons are well planned and organised with clear teaching points communicated at the start, and effective support and guidance given on an individual basis once pupils are working independently.

121. Leadership in art and design is good. Opportunities for formally monitoring lessons are not securely in place. However, the co-ordinator monitored art outcomes during the summer and autumn terms 2001, and can draw on the individual art portfolios to look at pupils' progress. The scheme of work has been developed so that pupils receive a wide range of experiences and the skills are carefully outlined across all elements of the subject. Although teachers make evaluative notes on their lesson plans, the co-ordinator is aware that there is no consistent format for the systematic assessment and recording of individual skills. The co-ordinator has attended a course focusing on levelling and assessment, and this is her next identified area for development. Resources for art are good with a variety of media easily accessed. The accommodation is satisfactory, although storage is difficult.

122. Displays are very good and enhance the environment for learning. Much of the work is cross-curricular. For example, in Year 2, pupils have produced excellent drawings of imaginary characters from the Island of Struay. The use of information and communication technology is good. The school held art days in the summer term 2001, and a 'colour' week during the autumn term. Artwork contributes well to pupils' cultural development through the study of African art styles, and when they design Muslim prayer mats. However, although artists' work is well used, there are missed opportunities to develop this to its full potential to support mathematical work.

DESIGN AND TECHNOLOGY

123. No teaching of design and technology was observed during the inspection because of time-tabling arrangements. However, with evidence drawn from actual examples and displays of work, a photographic record of previous work and discussions with staff and pupils, the standard of attainment

is judged to be average, as at the time of the last inspection. All pupils, including those with special educational needs, and those with English as an additional language make satisfactory progress. The major issue identified for improvement in the previous inspection has been addressed, therefore progress overall, is judged to be satisfactory.

124. Work seen demonstrated that pupils develop, plan and communicate ideas and work with tools to make quality products. In Year 1, they planned the construction of a 'Christingle'. They drew the materials they would need, and wrote instructions for assembling them by completing a structured worksheet provided by the teacher. Work completed later in the term, when they made a simple moving toy from cardboard, showed satisfactory development. Pupils drew their design, listed the materials and wrote an unaided account of its construction, which included a simple evaluation of what they had achieved. The work was suitably differentiated on both occasions so that lower-ability pupils were not disadvantaged by the requirements of the writing. In Year 2, pupils make progress to more challenging tasks, for example, making a wheeled vehicle from a range of materials, and making a simple machine with a winding mechanism. The completed models demonstrated that they had used tools such as saws, scissors and glue guns to cut, shape and secure cardboard, wood, plastic and sponge rubber. Pupils evaluated their work in their written accounts and explained orally what they had done, a feature that was absent at the last inspection. Although some evaluations focused on the construction with comments such as "I would make the axle longer next time because the wheels rub", the majority concentrated on more superficial issues such as the colour, and did not suggest improvements to the design or construction. Their technical vocabulary is beginning to develop and some pupils used terms such as axle supports and wheel stops with confidence. They are encouraged to relate their work in school to the world outside. Pupils talked at length about how the mechanisms they had made in school could be seen in the toys they had studied at the Bethnal Green Toy Museum, or the swing they have in their garden at home.

125. The quality of teaching and learning is satisfactory. Teachers plan in detail and this ensures that both pupils with special educational needs, and those for whom English is an additional language make good progress. To meet the needs of particularly talented pupils, however, the more demanding task of refining their design and evaluating the finished product is not rigorously employed. The use of information and communication technology in the subject is underdeveloped. Opportunities are not provided for pupils to use word processing or simple drawing software when designing, evaluating and communicating ideas about their work.

126. The subject co-ordinator has been absent on long-term sick leave so the school's policy for the subject is out of date. Schemes of work have not been reviewed. Resources which, although adequate, do not provide a wide enough range of materials, tools and construction apparatus. Staff effectively assess pupils' work. The formal recording of this, however, is only just emerging and is not sufficiently closely linked to the school's approach to planning and assessment in other subjects.

GEOGRAPHY

127. During the inspection, it was only possible to observe the teaching of geography in Year 1 and judgements are based on these and upon analysis of pupils' work in Year 2. It also included discussions with pupils and teachers on the school's planning, records and resources. The evidence indicates that pupils reach above average standards and that their achievement is good. This judgement is the same as was made at the previous OFSTED inspection. Pupils make good progress in their knowledge and understanding of places. They relate specific human and physical features to a given place and understand that other places may be different from their own locality. The analysis of work shows that most pupils have developed an appropriately wide range of early map work skills. Pupils with special educational needs and those with English as an additional language make good progress for their previous attainment. There are no differences in the attainment of boys and girls.

128. The evidence indicates that the quality of teaching and learning is good, which is similar to the judgement of the school's last inspection. The analysis of work shows that pupils in Year 2 have

studied and are aware of what it might be like to live on the fictional Scottish Island of Struay. They describe and compare the physical and human features of the island and begin to understand the effect of environmental change. Their work shows that they have considered the issues that may arise if the island is developed. For example, they put forward a reasoned argument for and against the development, such as, 'there would be more hospitals for people' and 'if more people moved in it would be too noisy and the woods would be destroyed'. Pupils draw maps of the island and mark in the main physical features, such as the jetty, beach, holiday homes and a burn. They learn about the features that form their own urban locality and compare it with a rural environment. The teaching in Year 1 uses the pupils' own local knowledge well. Their work shows that they have looked at the physical and human features of the immediate locality, identified different types of houses and marked their route from home to school on a map.

129. In a good Year 1 lesson to develop pupils' knowledge, skills and understanding in local scale studies, effective questioning stimulated the pupils into thinking as young geographers and also enhanced their ability to fulfil the demands of the next part of the lesson. Good use was made of an aerial photograph of the local area and a street map of the immediate area around the school to remind pupils of the route they had taken on their walk the previous week and the features they had seen. The pupils' ability to carry out geographical enquiry was developed well when they were asked 'What roads did we go down?' 'Was it busy or quiet?' 'Where was there a safe place to cross the road?' The teacher also introduced specific geographical vocabulary such as 'symbols' that prompted the pupils to discuss and look for the symbols on the map that represented the school and the post office. Throughout the lesson, the teacher motivated the pupils with clear explanations and, through careful inquiry, the pupils were able to indicate what makes the local area safe. The pupils showed a good understanding of how double yellow lines, traffic islands and the zig-zag lines outside the school support safety in the area they know. The lesson progressed well with appropriate group tasks to reinforce the knowledge gained by identifying the features they had seen on their walk and to place them on a map provided. Good control and organisation of the class contributed to the pupils' behaviour, attitudes and co-operation with each other during the practical activities. Pupils with special educational needs were well supported and, consequently, all pupils worked at a steady pace, applied themselves well and made good gains in their geographical skills. In Year 1, valuable links had been made with geography work in a previous information and communication technology lesson where pupils of all levels of ability plotted a route to a set point on a street map.

130. The co-ordination of geography is good. Since the last inspection, there has been good improvement in the subject. For example, a scheme of work is now in place and there are good links with other subjects of the curriculum, such as literacy, music and art. The Qualifications and Curriculum Authority's scheme of work has been introduced and adapted to meet the needs of the school. There is clear evidence of it being used for planning across year groups, resulting in consistent approaches and coverage between classes. The co-ordinator has an overview of teachers' planning and pupils' learning, which contributes to her good knowledge of what is taught, although she has not had the opportunity to observe lessons. Assessment procedures are satisfactory and include a portfolio of pupils' work. Appropriate use is made of assessment information in planning lessons to meet the needs of all pupils. The school possesses an appropriate range of resources which teachers use well to interest pupils and support their learning. The subject promotes the pupils' spiritual, moral, social and cultural development well. This includes use of the local area, consideration of environmental issues and learning about other cultures at first hand by visiting 'Aklowa' a mock African village.

HISTORY

131. During the inspection, it was only possible to observe the teaching of history in Year 2. Judgements for Year 1 are based on the analysis of pupils' work and display, scrutiny of teachers' planning and discussions with teachers and pupils. Indications are that standards are above average in

Year 2, which is the same judgement as that made by the school's last OFSTED inspection. Pupils make good progress as they move through the school and achieve well. Pupils with English as an additional language and those with special educational needs benefit from the effective support that they receive from their teachers in class, and also achieve well. There are no differences in the attainment of boys and girls. A particularly impressive contribution to the development of pupils' knowledge, skills and understanding of aspects of history, is the role-play by teachers and support staff that brings history alive.

132. The evidence indicates that the quality of teaching and learning is very good. This shows an improvement on the findings of the previous inspection, when teaching was good. The analysis of work shows that pupils have an emerging sense of chronology by placing events and objects in order and are developing an awareness of change over time systematically. For example, pupils in Year 1 sort old and new toys and correctly sequence objects such as Teddy Bears according to their age, which ranged from five to forty-seven years old. They have interviewed their parents and grandparents about the toys and games they played and produced a block graph to show their findings. Their knowledge and understanding of history are enriched by a visit to the 'Bethnal Green Museum of Childhood', which teachers use extremely well to promote pupils' learning in other subjects, such as literacy and art. For example, pupils in Year 1 produced their own information books on the museum, complete with contents page and sketches.

133. The analysis of work produced by Year 2 pupils indicates that they have learnt about the lives of significant men and women in the past, such as Florence Nightingale, Gandhi, Louis Braille and Nelson Mandela. Many pupils in Year 2 place events in chronological order and provide an account of the people involved. For example, they sequence the events of the Gunpowder Plot and develop an understanding of why Guy Fawkes acted as he did. They look at how Guy Fawkes was represented and give their own reasons on whether he was a good or bad man. Pupils respond with great interest, enthusiasm and respect when finding out about the past. This is partly the result of some very well informed and enthusiastic teaching that brings history alive for the pupils. For example, when dressed as maids, teachers in two Year 2 classes skilfully delivered eye witness accounts of the 'Great Fire of London'. In one lesson, the 'baker' who started the fire was also present, represented by a work experience student. Pupils listened with rapt attention to the descriptions and became completely involved in the scene, by asking questions, such as 'What did you put your food and belongings in?' 'Was your bedroom burnt?' and 'Did you see Samuel Pepys?' clearly empathising with the maid's experiences. The teachers listened carefully to the questions, replied in role and questioned the pupils further to make them think about the impact of the fire and the implications it had on the future, such as the re-building of London. The teachers provided each group of pupils with appropriately challenging tasks that made them think and apply the knowledge that they had gained. The very good control of pupils and high expectation of what they could achieve encouraged all pupils to apply effort to the task and complete their work in the time allocated. Very good use was also made of information and communication technology for research purposes. For instance, pupils extracted and printed off information from the Internet that included a facsimile of a contemporary newspaper. They also use a range of sources, such as books and newspaper articles, to find out about aspects of the past and develop an understanding of the importance of primary sources of information and the difficulties in interpreting it. Teachers organise and plan their lessons well, allowing sufficient time for discussion and probing pupils' understanding with relevant questioning. Pupils develop a real enthusiasm for history, which is communicated to them through the teaching they receive.

134. The school has developed a clear scheme of work based on the units of work from the Qualifications and Curriculum Authority guidelines that support the teaching of history well. History often provides good cross-curricular links with other subjects, such as literacy, geography, art and information and communication technology. Assessment procedures are satisfactory but do not systematically record pupils' progress in acquiring historical skills. Leadership in the subject is good. The co-ordinator has a clear overview of teachers' planning and has carried out an evaluation of the

work produced by pupils. However, this has not been extended to monitoring lessons. The school draws on a wealth of resources to enrich the history curriculum and includes visits to such places of interest as the Gunpowder Mills, now an education centre, where pupils experience life at the time of the Gunpowder Plot, bringing the past to life. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through developing a sense of empathy with others, an understanding of how the past has influenced modern society and through the opportunity of group work in researching information.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards are average. As weaknesses in the subject formed a key issue in the last inspection, the evidence overall indicates that the school has made good progress. Examples of past work provide evidence of an increasingly broad and balanced curriculum with appropriately challenging work. The majority of pupils make good progress in their learning, however, the more able pupils make satisfactory progress. All pupils show positive attitudes to their work. Pupils with special educational needs and those with English as an additional language make good progress.

136. The school has adopted a commercial scheme of work and uses this resource to plan lessons that systematically build on pupils' knowledge and skills in the subject. Pupils learn about, and some quickly become adept at, opening and closing programs, using the mouse and keyboard, using menus to select an application, and printing and saving their work. In Year 1, pupils use a drawing program to illustrate simple stories that they have word-processed. They are able to use the pen tool, insert geometric shapes and fill them with colour. The more able pupils also add text to their pictures, for example a 'Do not enter' sign on a haunted house. These skills are further developed by the end of Year 2 when pupils can draw well proportioned pictures exhibiting deft use of brush, pen and fill tools, improving colours with different textures and patterns, and using the 'undo' command when necessary. Pupils are taught to plan and refine sequences of actions with a programmable toy which moves across the floor. In a Year 1 class, groups of pupils programmed the toy to move short distances in a single direction. The tasks were planned so that more able pupils were challenged to program it to make a series of moves, changing direction and even reversing. Pupils showed determined concentration and planned the instructions in writing, before entering them into the toy with a high rate of success.

137. In the lessons seen, the overall quality of teaching and learning was good. This is an improvement on the last inspection when it was judged generally satisfactory. The best teaching was seen when the computer was being used to enhance learning in another subject, notably in history, and when pupils were using the programmable toy and were expected to resolve questions for themselves about how to program it correctly, rather than being spoon fed with the answers. However, it must be noted that much of the teaching seen was in small groups and led by an able teaching assistant. By using the commercial scheme, the work is well structured with a comprehensive assessment procedure to complement the planning. The use of assessment to inform future teaching is at an early stage. Teachers retain annotated examples of pupils' work to assess and monitor progress. This development of a scheme of work and structured assessment addresses a particular weakness identified in the last inspection.

138. The school is making increasing use of information and communication technology to promote learning in other areas of the curriculum. In addition to English, where word processing and drawing packages support reading, writing and spelling, opportunities are created to use information and communication technology in a number of powerful ways. Pupils in Year 2 have created very effective pictures in the style of Jackson Pollock, as part of their learning in art. Other Year 2 pupils have used the Internet to acquire information about the 'Great Fire of London', and were demonstrably impressed when they obtained a facsimile of a contemporary newspaper account which strongly reinforced their understanding of primary and secondary sources of historical evidence. The school has joined the 'Comenius Project', which promotes the use of information and communication

technology in forging cultural links with schools elsewhere in Europe. Pupils have already used e-mail to contact pupils in a Finnish school and to exchange information about Christmas customs. In mathematics, pupils have collected data of various kinds, such as favourite football teams and snack foods. This has been entered onto the computer and then, progressively over Years 1 and 2, organised and printed off in a variety of ways, including tables, block graphs and pie charts. In science, Year 1 pupils have used computer programs to build a diagram on screen of a plant, and the life cycle of a butterfly. The use of information and communication technology is less well developed, or non-existent, in some other subjects, and is a priority for development. The subject enhances pupils' personal and social development as they work well in pairs, sharing tasks, sensibly discuss which options they will choose and relate positively to peers and adults alike. They take a pride in their achievement.

139. The subject is well led by the co-ordinator, who was absent on maternity leave at the time of the inspection. A teaching assistant, who is maintaining the school's curriculum system in her absence, is ably supporting her. All teachers have recently received government funded training. However, many teachers still lack the skills and confidence needed to make full use of information and communication technology in their daily teaching of all subjects. The school has a small 'computer bay' with seven up-to-date machines connected to the Internet, and every classroom has a standalone computer. The cost of this has been partly met with funds from the government funds. An appropriate range of software and peripherals such as printers, digital cameras and roamers is available. However, the school is aware that the ratio of pupils to computers is inadequate and has planned to address this in the coming year with the aid of further government funding, matched by a similar sum from the school's own delegated budget.

MUSIC

140. By the age of seven, pupils attain above average standards in music. Similar standards were seen in the school's last inspection. Pupils really enjoy their music making, and their achievement is good. Pupils with special educational needs, and those with English as an additional language make good progress in music.

141. The quality of teaching and learning is good overall, with some that is excellent. The school makes very good use of the acting headteacher's subject expertise. The organisation of the curriculum results in pupils having good opportunities to develop their musical skills and to reach high standards, especially in singing. The pace of lessons in some classes is good. However, there is some time slippage in Year 1, and this means that pupils do not receive their full entitlement. Teachers plan well, and this results in good singing and appraising of music. Pupils have listened to music from around the world, including Cyprus, Russia and Ghana. One pupil responded, 'I listened to music from Ghana, and it made me feel like playing in the park on the swings, and climbing on the frame'.

142. Younger pupils have a confident approach to performing all musical tasks. This builds well on their earlier musical experiences in the Foundation Stage. They sing well, showing good control of pitch, dynamics and rhythm. When using drumsticks to follow or create rhythmic patterns, they are adept at inventing ways to remember what to play. They nod, tap fingers or silently count. They respond wholeheartedly to their music making. When Year 2 sing, they perform a 'voice warm-up' with much enthusiasm as they learn a new song. They have a good knowledge of traditional music terms, use the names of notes and their relative value. Pupils achieve different effects with a good range of un-tuned percussion instruments. Composition skills are carefully taught in Year 2 as pupils use percussion instruments to create 'storm' music, in the style of Beethoven. Pupils record their contributions, although generally the use of information and communication technology is under used in music. Occasionally, opportunities are missed during assembly times to further pupils' knowledge of musical styles, and gain knowledge about the lives of famous composers.

143. The co-ordinator is the acting headteacher. The leadership of the subject is good. She is a specialist, and has clear plans for further development in music. There is a clear policy and scheme of work in place. The subject action plan shows that the assessment of pupils' musical skills and

knowledge is an area for development. The monitoring of music is under developed, but identified in the action plan.

144. The good standards have been maintained since the last inspection, despite staff turmoil in the past two terms. There are good links with art and design and physical education. Resources are good. However, the music room is across the playground, and is a shared room with the library. This is unsatisfactory as it limits the opportunities for use. Storage of instruments is also a problem for the school in this situation. The shared facility also affects pupils' use of the library. The co-ordinator is aware of this issue.

PHYSICAL EDUCATION

145. Standards in physical education are above average. Dance and gymnastics lessons were seen during the inspection, and, in dance especially, standards are above average. These findings show that standards have been maintained well since that last inspection, but when some out of school time activities such as football and dance clubs are taken into account, there has been good improvement.

146. The quality of teaching and learning is very good, with some that is excellent. Teachers plan very well and include gymnastic work on the apparatus as well as on the floor. They provide some good opportunities for pupils to respond to the mood of various pieces of music, and some of the links to other subjects are excellent. For example, Year 2 pupils were seen interpreting a painting by Kandinsky, reflecting the lines, dots and squiggles in their movements. They travelled in 'pathways' across the hall, hopping, running, jumping and turning, and they ended their sequences with an "explosion" to represent the splashes of paint in the picture.

147. In an excellent Year 2 lesson, pupils responded to 'Spring' by Grieg, and they unfolded slowly to represent budding flowers. Especially good was the work in pairs from several pupils, where they mirrored one another's movements. The teacher used outstanding talent for interaction with the pupils, getting each of them to really 'feel' himself or herself into the mood of the music. They worked with music to suggest rain, and sun, as well as 'Spring', and finished the lesson with a sequence involving all three. As a result, learning was excellent, and pupils made very good progress. Pupils across the school make good progress, including those with special educational needs, and those with English as an additional language.

148. Teachers take every opportunity to encourage pupils to evaluate their work, often splitting the class into two, so that one half can form an audience and evaluate the other half's work. "I liked Tom when he was a flower growing and opening," said one pupil. The teacher had asked them to notice what they really liked, what could be improved, and whether the performers were working with the music or not.

149. Pupils listen carefully to teachers' instructions and throughout the inspection time pupils behaved very well in physical education. They use the space available very carefully, and teachers have taught pupils very well about safety when running about, and how to move apparatus. For example, in one Year 2 lesson, all four groups of pupils were given a plan of the apparatus needed for their corner, and they went very sensibly and safely about getting it out.

150. As a result of very good teaching, pupils are all thoroughly well involved in lessons, and use a range of movements and skills such as interpretation, running and turning, and moving at high, medium and low levels. They use apparatus well and made up some good sequences of movements in a Year 2 lesson seen. They slide along benches, balance, and jump, and land well, using mats, and often finishing in a real gymnasts style.

151. The leadership of the subject is good. The co-ordinator sometimes focuses on the teaching of a particular skill when monitoring lessons. She supports staff in the use of the schemes of work well,

and ensures that everyone understands the aspects of safety required. There is a sports day in the summer term, and pupils are able to partake in some dance and games outside school time.

152. There has been good improvement since the last report, particularly in teaching, which is now very good. Links with other subjects, and the extra-curricular activities all enhance the very good provision for this subject.

RELIGIOUS EDUCATION

153. In Year 2, standards in religious education are above those expected by the locally agreed syllabus. This is an improvement since the last report when standards were reported as “in line.” Apart from learning facts about several world religions, pupils are learning to express their feelings about happy and sad memories, especially when a certain object or photograph reminds them. Pupils make good progress, including those who have special educational needs, and those for whom English is an additional language. Many are already able to put themselves in other people’s shoes and talk about how they might feel in certain situations. For example, some talked about their grandparents, and how one grandparent might have felt when the other died or was ill. Others talked about pets, or favourite toys given to them by their families.

154. The quality of teaching and learning is good. Teachers plan well and include provision for pupils to learn the basic facts of topics, but also include opportunities for them to learn from religions, not only about them. A good feature of teaching is the activities that teachers plan for pupils, which involve them well and enable good learning. For example, in a Year 1 lesson, pupils were enthralled to write a secret “bad” memory and then post it in a mock holi fire and to pretend to burn it and be rid of it. The teacher led the way by telling them of a small incident that she regretted doing, and pupils followed, either speaking or writing about theirs. Teachers also plan well when providing material about world faiths. For example, in Year 2, they have learnt about Jewish New Year, festivals concerned with light such as Divali and Advent, and studied the idea of fasting in Ramadan. They included observance of Remembrance Day in November, and scrutiny of their exercise books shows that they know considerable detail about Hanukkah and its origins. They know the story behind this Jewish festival and about the key figures, and how the oil in the temple was sustained. During the inspection week, Year 2 pupils were thinking about how an object or a photograph might spark off memories either happy or sad. Teachers handled these lessons with sensitivity and respect for pupils’ feelings. To teach pupils that, in Christianity, people also use objects to remind them of events, teachers used Palm Crosses, a hot cross bun and Easter cards when they talked about the events of Holy Week and Easter.

155. Because teachers provide interesting stories and activities, pupils’ interest is maintained, and their attitudes and behaviour are good. For example, pupils in a Year 1 lesson were totally absorbed in the story of Rama and Sita in their work leading to the ‘holi’ fire. They sat on the carpet listening to every word and were very still, and they answered questions about the story well, which bore out their good listening.

156. The subject is well led, and much work has been carried out using the locally agreed syllabus and schemes of work. Resources have slowly been built up to match the new schemes, and the co-ordinator is able to monitor some lessons. Religious objects such as the Palm cross, video tapes, and pictures are all used to good effect. Pupils visit a local church, but it has not been possible to have visiting speakers to talk about their own beliefs and practices. The co-ordinator has this in hand for the future since it is included in the development plans. Information and communication technology is not used sufficiently in religious education lessons or planning. There are good links with the school’s assemblies. For example, in a Year 1 lesson, pupils talked about things that perhaps they regretted doing, maybe being unkind to someone. The teacher reminded them of the recent assembly when they had heard about a tube of toothpaste: once the paste is squeezed out, it is very difficult to get it back in. Many of the pupils gave examples of small things they wished they had not said or done. One

assembly reminded them of the approaching Mothers' day, and they talked about how they could mark this in their own ways.

157. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about the beliefs and practices of some world religions, and they understand about some of the stories and special people connected with them.