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previously linked to another  
school's report.**

**Betty Layward is a new school and  
its first OFSTED inspection was in  
July 2001.**

**The report is below.**

# INSPECTION REPORT

**BETTY LAYWARD NURSERY AND INFANT  
SCHOOL**

Stoke Newington

LEA area: Hackney

Unique reference number: 131706

Headteacher: Alison Kriel

Reporting inspector: Jed Donnelly  
23637

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> July 2001

Inspection number: 230648

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and infant
School category:	Community
Age range of pupils:	4 - 6
Gender of pupils:	Mixed
School address:	Clissold Road Stoke Newington London
Postcode:	N16 9EX
Telephone number:	(0207) 249 7111
Fax number:	(0207) 249 7444
Appropriate authority:	The Governing Body
Name of chair of governors:	Julia Goodwin
Date of previous inspection:	This is the first inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J Donnelly	Registered inspector	Science Physical education Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9079	A Moss	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21796	J Walsh	Team inspector	English Information and communication technology Art and design Design and technology Foundation Stage English as an additional language	How well does the school care for its pupils?
1936	C Brocklesby	Team inspector	Geography History Modern foreign languages	
25254	T Shine	Team inspector	Mathematics Music Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Betty Layward Nursery and Infant School is a new two-form entry school with a self-contained nursery which opened in January 2000. The school is situated in Stoke Newington on the Hackney, Islington and Haringey borders and is part of a local education action zone. The current intake reflected the mixed socio-economic diversity of the neighbourhood. Attainment on entry is close to and for some pupils above average. During the week of the inspection there were 135 pupils on roll, 68 boys and 66 girls. There are 75 pupils in the two receptions and one nursery class and 60 pupils are taught in two Year 1 classes. A high percentage of boys in Year 1 are summer born children and have had less time in school. The majority of pupils are of white UK heritage. Thirty three pupils have English as an additional language and many of these are given additional support as they are at an early stage of language development. Twenty-seven per cent of pupils have special educational needs which is above the national average and the number of pupils eligible for free school meals is 24 per cent, also above the national average.

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

This is a good school with many very good features. Children in the nursery and reception classes make good progress. The oldest pupils, those in Year 1 make satisfactory progress and many attain above average standards. The quality of teaching is good. This is a very new school and as a result some aspects of development are at an early stage. The school recognises this and has a plan clearly showing how developments are expected to take place in the future. The leadership and management are good and overall the school provides good value for money.

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

- Standards in English, information and communication technology (ICT) and art are good overall by age 6 and very good in mathematics and music.
- Good teaching ensures that pupils' attitudes and enthusiasm for school have a positive impact on their learning.
- Leadership by the headteacher is very good.
- There is very good communication with parents.
- Most pupils with special educational needs and English as an additional language make good progress.
- Children's progress in the Foundation Stage is good.

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

- Boys' achievement in writing is not of the same quality as girls.
- Marking of pupils' work to help them to improve further.
- Attendance. The number of pupils taking holidays in term time is too high.

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

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

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

### **STANDARDS**

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

Children currently in the nursery and reception classes make good progress and are on line to reach or exceed the expected levels of attainment at the end of the reception year. Progress in lessons is

good as a result of good teaching. Progress over time is satisfactory based on the evidence available in a new school.

The oldest pupils aged 6 are currently making satisfactory progress and are attaining standards in English, art and ICT that are good and very good in mathematics and music. Attainment in all other subjects is broadly in line with the expected levels for the age group. Boys' achievement in writing is not of the same quality as girls, as a significant number of boys are younger than girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children clearly enjoy attending the school and many are enthusiastic learners.
Behaviour, in and out of classrooms	Good. There have been no exclusions in the last year.
Personal development and relationships	Good. Children work well together. They show each other kindness and consideration based on the good examples provided by their teachers and other staff. They relate well to adults.
Attendance	Unsatisfactory. Too many pupils lose valuable teaching time due to parents taking them on holiday during the school term.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-6 years
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.*

During the inspection there was no unsatisfactory teaching. Teaching was good in 66 per cent of the lessons observed and very good in 15 per cent.

The quality of teaching is good in all areas of learning in the Foundation Stage. For the oldest pupils the quality of teaching in English and mathematics is good. The teaching of literacy and numeracy to the oldest pupils across the curriculum is satisfactory. The school meets the needs of its pupils effectively. Good provision is made for most pupils who have special educational needs.

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

Teachers and children in the nursery receive very good support from their nursery nurses and throughout the school learning assistants make a significant contribution to the progress pupils make.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school makes good provision. Teachers work together closely under the leadership of their headteacher to plan the curriculum. This ensures that transition between classes and between the Foundation Stage and the National Curriculum is smooth. Statutory requirements are met.
Provision for pupils with special educational needs	Good.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for this aspect of development is good overall. These aspects are central to the aims and ethos of the school and they are promoted very effectively.
How well the school cares for its pupils	Procedures for monitoring the academic performance and personal development of pupils are good. Teachers assess pupils' performance thoroughly and use the information they gather effectively to ensure pupils make appropriate progress.
How well the school works in partnership with parents	There is a very good partnership with children's parents and the school works very closely with them. They are made to feel very welcome when they visit and they play an active part in the life of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher is very good and she has been very successful in developing an effective team of hard working and committed staff. The aims and values of the school are very well reflected in practice and the positive, challenging, learning environment is central to the school's success. The headteacher has very recently appointed a deputy headteacher for September 2001 and then a substantive senior management team will be fully in place. The headteacher has been very successful in setting up new procedures and practices from scratch in a new school. Good management is evident in the day-to-day work of the school.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties effectively. Procedures for financial management are good with governors ensuring wherever possible that spending results in the school getting good value for money. The role of the governors in shaping the direction of the school and in providing support is very good.
The school's evaluation of its performance	Governors have developed good arrangements to judge the quality of provision. The headteacher monitors the quality of teaching regularly and has established an ethos in which all staff are committed to constant improvement following the analysis of their performance.
The strategic use of resources	Resources are good overall. The teaching staff are well qualified and the governors and headteacher have invested wisely in the provision of nursery nurses and assistants to support the teachers. The quality of accommodation is satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

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

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

## **PART B: COMMENTARY**

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

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

1. There are no national test results with which comparisons with other schools or national patterns for attainment can be made. During the Summer of 2002 the oldest pupils, those in Year 1 at the time of the inspection, will be the first from the school to take the national tests for seven year olds. The school has plans to set suitably challenging targets for attainment by these pupils in the tests. Inspection findings indicate that by the time pupils take the tests overall attainment is likely to be close to and for some above that expected for their age. A significant proportion of pupils are on course to attain levels above those expected for their age.
2. Children currently in the nursery and reception classes make good progress and are on line to exceed the levels identified by the early learning goals for their age group in all areas of their development by age 5.
3. Overall attainment in English is above average. The attainment of the oldest pupils exceeds that expected for their age in speaking, listening and reading. Attainment in writing is in line with that expected for their age. There are significant differences in attainment between boys and girls. Boys underachieve in writing from the nursery onwards. The school is addressing this matter with rigour. Progress in lessons is good for all pupils. Pupils with special educational needs and for those whom English is an additional language make good progress in the lessons and achieve well from a lower starting point. Overall attainment in mathematics is well above average. They are making good progress in shape space and measure and in mental calculations.
4. Attainment by pupils aged 6 in science are close to the level expected by age 6, with some pupils achieving higher levels. Progress is satisfactory. Most pupils with special educational needs make satisfactory progress in science when supported by classroom assistants in small groups within the classroom.
5. Standards in literacy and numeracy across the curriculum are close to those expected for the age group. Pupils apply these numeracy and literacy skills suitably in most subjects when they are presented with opportunities to do so. The successful introduction of the national strategies for these subjects is having a positive effect on raising standards.
6. There are no significant differences in the attainment of pupils by ethnicity or by social background. Although pupils with special educational needs (SEN) generally make good progress, a pupil with high levels of SEN makes limited progress despite the best efforts of the staff. His specific needs have not been fully met due to the less than satisfactory resourcing and staffing provided for him and the school. Where appropriate, pupils with special educational needs have clearly written and detailed individual education plans. Most of these plans have the overriding target of improving the behaviour of a number of pupils in Year 1 so that they learn more effectively and in which the school is successful.
7. Achievement is good overall. The oldest pupils are currently making satisfactory progress and are attaining standards in science that are close to those expected for their age with many achieving good levels in English and very good in mathematics and music. Standards in art and ICT are good. Overall attainment in writing is close to the expected standard. Attainment in most other subjects is close to that expected for pupils age 6.

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

8. Standards of behaviour for all pupils and children are good overall and in some lessons they were very good. The children in the Foundation Stage and pupils in Year 1 have very positive attitudes to their work and are responsive and interested, taking part in all the activities

provided for them. They are very keen and eager to learn and work very well together. They readily share their knowledge and skills in lessons and this willingness to co-operate raises the quality of learning of the whole class.

9. Children and pupils enjoy school. They establish good relationships with other children and adults and listen to other children sympathetically and attentively during a whole class session. The quality of relationships is good and children with learning or physical difficulties are readily included in all aspects of lessons. The pupils are beginning to benefit from being encouraged to show initiative and take responsibility by running class errands and helping with tidying up. This school is planning to extend pupils' responsibilities by setting up a school council in September. When they are asked to do something, they willingly do it. Pupils make a positive response to the values and standards set by the school and are benefiting from the fact that taught personal development is used regularly to help them make good progress in their personal development. They develop good habits of working, settle down quickly to tasks and sustain good levels of concentration.
10. Pupils' behaviour in and around the school is good. The school is an orderly and happy community providing a calm and secure place in which to learn. Children and pupils clearly understand what is expected and respect the rules and conventions that exist to safeguard them. They are trustworthy and show a respect for the property. There are no instances of bullying or oppressive behaviour, but if there were any such instances the parents have every confidence that staff would act immediately. The rewards and sanctions systems are clearly understood. This is helping pupils in Year 1 to make good progress in their personal development, to have a good understanding of the impact of their actions on others and respect each other's feelings, values and beliefs.
11. Attendance levels, however, are unsatisfactory. The latest figures show the attendance rate to be below 90 per cent. The rates for unauthorised absence are higher than those for similar schools. Some pupils arrive late in the mornings, which prevents a brisk, orderly start to the day, particularly in Year 1. The school follows appropriate procedures for registering pupils each day and has clear mechanisms for following up any absences. The importance of attendance is now mentioned in newsletters and is stressed in the Governors' Annual Report to Parents and in the School Brochure. The school works very closely with the Educational Welfare Officer, who talks regularly to parents and the headteacher also meets with parents whose children persistently arrive late. Their parents taking extended holidays during term time affect the attendance of many pupils. The school is working hard to inform parents that this rate of absenteeism adversely affects the rate of pupils' learning. No exclusions have taken place and no incidents of racist or oppressive nature were seen during inspection.

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

12. Throughout the school teaching and learning are good. Teachers' planning in all aspects of their work is good. Teaching is often very good in the nursery and reception classes. Overall teaching was good in 66 per cent of lessons observed and very good in 15 per cent. No unsatisfactory lessons were observed.
13. Teachers have a good understanding of the principles of the Foundation Stage and of the early learning goals expected of this age group. They apply these effectively and this makes a significant contribution to the good progress children make. Teachers and their assistants from the nursery work closely with their colleagues from the reception classes. This link ensures that children progress smoothly between the stages of their education and they continue to make good progress. Teachers set clear objectives for the children's learning and have high expectations of how well they will achieve. Children respond well in lessons by sustaining their concentration for long periods of time and behaving well. As a result children feel secure, they are keen to learn and they take full advantage of the well-planned activities. The quality and range of activities provided by teachers are good. These planned activities are matched well to children's needs and abilities in order to ensure that children learn and achieve effectively. Additional teachers and nursery nurses make a good contribution to the progress children make and to the good standards they achieve.

14. In English, overall, the quality of teaching and learning is good. Lessons are well planned and have clear learning objectives. Teaching has a lively pace and good use is made of a range of teaching strategies to maintain pupils' interest. Teachers use the structure of the literacy hour appropriately and skillfully use a range of open-ended questions to enable pupils to respond at the appropriate level. Their good relationships with pupils, their good knowledge of pupils' attainment and the provision of suitable work have a direct impact on the progress in lessons. Teachers management of pupils is good and in turn pupils respond with good attitudes and behaviour. Support staff are used well to further enhance learning. Teachers supporting pupils learning English as an additional language share their planning with class teachers and work effectively alongside teachers as well as withdrawing pupils from the class. Teachers use the resources for literacy effectively.
15. In mathematics, the quality of teaching is good. Teachers have clear learning objectives, which they share with the whole class. These are written on the white board and are repeated by the teachers. As a result, their pupils are clear about the purpose of the lesson and what they are to learn and achieve. Lessons are well planned and build well on pupils' previous learning. Knowledge of the pupils' previous learning on a day-to-day basis is partly established through the use of good questioning.
16. Teachers have high expectations that pupils of all levels of attainment will do their best. Support assistants are used well when supporting groups, especially those with special educational needs. The marking of pupils' work is weak. It is not consistent in quality. There are few helpful comments where pupils are shown the way forward to improve their work. The teachers in the parallel classes in Year 1 work well together. Regular assessment of pupils' work takes place every half-term with the standard of work being assessed by both teachers and the judgements then being moderated by the headteacher. In science, teaching in the one lesson observed during the inspection was good as there was a good emphasis on practical work and on solving problems co-operatively.
17. In art and design, overall, the quality of teaching is good. Teachers provide a wide range of opportunities for pupils to develop their artwork and to experience and experiment with a good range of materials so that exploring different textures and materials enhances learning. Teachers make good interventions to help pupils improve their work. Lesson planning is very good and there are appropriate high expectations of pupils' standards.
18. It was not possible to see enough design and technology, geography, history, ICT and religious education being taught during the inspection to make a judgement about teaching overall.
19. In music, teaching is good and the pupils benefit from the specialist's good knowledge and understanding of the subject. Lessons are well planned and the aims and objectives of the lessons are shared with the pupils. Relationships between her and her pupils are very good. The teacher has high expectations of her pupils and this prompts a great deal of mental activity on the part of pupils as they search for answers and solutions, mainly successfully. Lessons are well managed and all pupils are involved.
20. Teachers take account of the attainment and needs of all groups of pupils, including those with special educational needs and English as an additional language.

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

21. The curriculum is broad and balanced and meets the requirements of the National Curriculum and, in religious education, the requirements of the locally agreed syllabus. The programme for children in the Foundation Stage is based on the nationally agreed areas of learning and is good, overall, helping children make a good start to their education. Due emphasis is given to the teaching and learning of basic skills in English and mathematics and the national strategies in literacy and numeracy have been implemented well. The skills learned in these subjects are applied well in music, physical education and other subjects of the curriculum.

22. Provision for pupils with special educational needs and for pupils with English as an additional language is good. The emphasis is on early identification and assessment and these pupils have full access to the curriculum as a result.
23. Since the school opened in January 2000, the headteacher has done very well to ensure those policies and schemes of work for all subjects are in place for Year 1. Those for Year 2 are also in place and the school is finalising long and medium term planning for that year group. Each subject has a curriculum statement, which includes a draft policy statement. Most of the schemes of work are adopted from the guidance of the Qualifications and Curriculum Authority and some are to be revised; for example, those for science and information and communication technology (ICT). The school has adopted the locally agreed syllabus for religious education. This is a comprehensive scheme that appropriately reflects the multi-faith and ethnic diversity of the school community. The school makes good use of a specialist teacher for music, supported by funding from the Education Action Zone.
24. The school is committed to social and educational inclusion and the curriculum for all pupils is good. Its curriculum is broader than that found in many schools and its quality is good. The curriculum reflects well the statement in the school's good equal opportunities policy that it *"is committed to ensuring that all children have an equal opportunity to develop their full potential"*. There is specific, good provision for the teaching of personal, social and health education and a very good policy, which the school has adopted from the local education authority. In Year 1 alone, it ranges from *"Citizenship, and Environment"*, *"Relationships, Change, Loss and Bereavement"*, to *"Physical Health and Environment"*. Spanish in the reception classes and Year 1 and drama are also positive additional features.
25. The contribution of the community to pupils' learning is good. Parental support is strong and parents are often to be found helping in classrooms. The school has constructive relationships with partner institutions. During the inspection pupils were observed rehearsing for a performance with other schools in the local education authority dance festival. Provision for Spanish teaching is funded by a local secondary school that has achieved Beacon status. The secondary school also provides funding for recorders to be available free to children. Pupils who attend a special unit for behaviour problems spend time in the school for work experience. The headteacher reports that this is very successful.
26. The provision for out-of-school activities to extend pupils' learning opportunities is good. Provision includes creative dance, art and design, French, cricket, drama and puppet making. Although parents are asked to make a financial contribution towards the cost of paying for tuition, the school carefully monitors the pattern of take-up to ensure that no pupil is excluded from these activities because of financial hardship. A number of visits to places of interest also enhance curricular provision including the Science Museum, the Museum of Childhood and the Tate and National Galleries.
27. Provision for the moral, social and cultural development of pupils is good. For spiritual development it is satisfactory. The school's approach to moral and social development is good. There are clear expectations of high standards and good behaviour and acceptable conduct to which the pupils respond well. Class and golden rules are prominently displayed, for example, *"Do be gentle, do be kind and helpful. Do work hard."* Such principles exemplify the school and teachers' expectations of behaviour and foster pupils' awareness of right and wrong. All adults who work in the school provide good role models and good examples of social and moral behaviour. The personal, social and emotional programme also develops pupils' moral and social development well. In one lesson, in which pupils considered the adverse impact of people's decisions on the environment, they concluded that the future of the Earth belongs to and is the responsibility of everyone. A session in circle time, in which it was clear all children knew and understood the rules, contributed positively to their moral development. In being asked to consider their feelings if they are left out of their friends' games, they think of the social consequences of their own actions. Drama and dance also make effective contributions to their social and moral development. In an assembly, pupils listened to the story of The Good Samaritan and considered the moral choices between right and wrong and the social consequences of helping people in a world full of prejudice.

28. The provision for cultural development is good. A wide range of music in lessons and assemblies enhances pupils' appreciation of their own and others culture. Music was heard from a wide range of countries including that from Bengal, Zanzibar, Jamaica and Australia. The religious education syllabus promotes pupils' awareness of others' cultures and faiths very effectively. In lessons, pupils learn that it is not necessary to share the beliefs of others in order to show sensitivity and respect for them.
29. Although spiritual development is satisfactory overall, it is insufficiently emphasised. There were moments of good practice. In a music lesson, for example in one of the reception classes, children listened well at the beginning of the lesson to a peaceful song of Moushumi Bhoumik – Ghuru-Kites. They listened with their eyes closed and imagined kites flying above, making gentle hand gestures to resemble the flight of the kites. Despite the gentle movements of the children this was a quiet, still, exceptionally spiritual occasion, but such moments were few. Assemblies are good social and cultural occasions but there is insufficient time given for reflective thought or stimuli to generate such thought across the curriculum.

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

30. The school provides a caring supportive environment for its pupils. It is a safe place with good arrangements for the safety of the children and a good concern for their welfare.
31. There are well-established procedures and policies, which address safety and security. Regular checks are made of the premises by the headteacher and schoolkeeper to assess risks and action is taken when necessary. The procedures for first aid and caring for children who are unwell are good. The quality of supervision at playtimes is good.
32. Child protection procedures are good. The headteacher who is responsible for child protection matters ensures that all staff who work with pupils understand procedures and maintain confidentiality. All staff have been trained in child protection procedures and the headteacher has good working relationships with other agencies that are involved in such matters.
33. Procedures for monitoring attendance are good but there has been little improvement overall because too many parents take their children on extended holiday during term time so attendance overall is unsatisfactory. The school with the assistance of the Education Welfare Officer monitors the individual levels of pupils' absence. Much of the absence is due to extended holidays particularly in the Summer term.
34. The procedures for monitoring and promoting appropriate behaviour are good. The behaviour policy emphasises the importance of positive attitudes and relationships and is based on care and respect for others. Pupils are recognised for their achievements in the "Golden Book" reward system. Certificates are awarded to pupils, which are then placed in that book. Great emphasis is placed in ensuring that the pupils feel valued and have high self-esteem. The introduction of personal group sessions has had a good impact and has been effective in allowing pupils to explore their own feelings. There are clear arrangements for monitoring inappropriate behaviour and bullying. Each class teacher keeps a current record and parents are kept well informed.
35. Assessment procedures are good. The school has a clear policy and guidelines to support these procedures. Good use is made of pre-baseline assessments in the nursery and observations are recorded in individual profiles. Initial assessment on entry is used well within the reception classes. Pupils in Year 1 have half-termly assessments in English, mathematics and science. There are too few assessment procedures for religious education and other subjects of the curriculum. These are being developed over a period of time as the school grows. Individual targets are set for pupils in Year 1 in English and mathematics. Assessment opportunities to guide curriculum planning are good and are identified in the teachers' planning.
36. Procedures for monitoring and supporting pupils' academic progress are good. The headteacher is responsible for closely monitoring the progress of pupils. This role will be shared with the co-ordinators in due course. Pupils with special educational needs and those pupils for whom English is an additional language are monitored and assessed on entry to the

school to provide an accurate picture of their attainment, progress and needs. Individual educational plans for pupils with special educational needs and records of pupils with English as an additional language are kept up-to-date and pupils are reviewed consistently.

37. Procedures for monitoring and supporting pupils' personal development are good. Teachers know their pupils well and are fully aware of their personal, emotional and educational needs. Personal records are effectively kept for children in the Foundation Stage. In Year 1 pupils' personal development is linked effectively to circle time, assemblies and pupils' moral and social development.

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

38. The school has very good links with parents. Overall parents speak very highly of the communication between themselves and the school and feel very well informed about the curriculum and topics which are taught to their children each term. Nearly all parents also speak very highly of the informal links with the headteacher and staff, and they feel welcome in the school. They appreciate the regular informative newsletters and the School Brochure and Governors' Annual Report to Parents. These give detailed information on, for example, the behaviour policy and the organisation of the school. The inspectors agree with the positive views expressed by parents at the pre-inspection meeting and through the returned questionnaires. The vast majority of parents believe that they are kept well informed by the school and that the school works closely with them.
39. Many parents come into the school to help in classrooms, particularly in the Nursery. They help, for example, with reading, sewing, cooking and conducting a Maori workshop. Most parents are helping their children with reading at home. They all make a valuable contribution to the pupils' learning. Also, a very enthusiastic and energetic band of parents have formed a parent-teacher association, which arranges fundraising and social events in order to provide equipment for the school. Parents also help around the school with jobs such as watering plants and maintaining the garden.
40. A small number of parents were not happy with homework arrangements, but the inspectors have found that the amount of work the children are expected to do at home is satisfactory. A few parents expressed dissatisfaction at the opportunities offered for additional activities outside lessons. The inspectors concluded that, taking into account the context of the school and the pupils' involvement in community activities, the provision is good.
41. Written reports to parents are very good, containing information on how their children are progressing. They are very pleased with the way their children settle into and enjoy school and are expected to work hard. They appreciate the very good procedures for induction, which include a home visit from a member of staff prior to starting nursery. The children all produce a drawing, which is displayed in the school on their arrival, making them feel part of the school.

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

42. The leadership by the headteacher is very good. She has been very successful in developing an effective team of hard working and committed staff. The aims and values of the school are very well reflected in practice and she has created a positive, challenging, learning environment, which is central to the school's success. The headteacher has very recently appointed a deputy headteacher for September 2001 and then a substantive senior management team will be fully in place. The headteacher regularly monitors teaching and learning and has been very successful in setting up new procedures and practices from scratch. Good management is evident in the day-to-day work of the school.
43. The governing body is very clear about its role and appointed the current headteacher to fulfil their vision for the school, in this alone they have been very successful. The governing body is well briefed and has a good understanding of the strengths and weaknesses of the school and provides a good support for the direction in which the school is going and for its overall planning and work.



44. Many governors spend time in school; some act as reading volunteers and are clear about the way forward to develop the role of subject co-ordinators and how they can monitor the work of the school at this level. Governors are very clear about the development of the school and also about potential implications as the school roll increases in size to 450 pupils. Effective staff planning from now to 2006 is in place to support this development.
45. All staff, irrespective of their role have an individual training plan of professional development which is closely linked to the needs of the school. Two members of staff act as mentors to support newly qualified teachers and student teachers. The school has recently gained Investors in People status in a very short time. This recognises the team spirit that has been quickly established within the staff.
46. The school has very thorough monitoring and evaluation systems to ensure standards are maintained and improved. The headteacher has focused on ensuring that key policies are working in the classroom, most recently the focus having been on specific issues such as special educational needs, behaviour management, boys' achievement and writing. The early year's co-ordinator has successfully monitored the delivery of the foundation curriculum.
47. Weaknesses in teachers' marking have been recognised this term as a result of the headteacher's monitoring of pupils' work and plans are in place to put this right.
48. A number of local education authority consultants have supported the evaluation and monitoring of teaching and the feedback provided has helped to raise standards
49. Teachers' planning is monitored weekly by the headteacher to ensure that pupils in parallel year groups are being given similar classroom experiences.
50. Pupils' progress is regularly monitored. Targets are set at individual group and school level in literacy and numeracy. Parents are given copies of individual targets each term. Pupils' progress is evaluated termly and the outcomes of these assessments are used by all teachers to inform their planning.
51. The school oversees the performance of its teachers and monitors development successfully. Following the headteacher's monitoring of teaching, staff are given individual feedback on their strengths and weaknesses and a rigorous time-scale is given to improve the given areas for development. There is a good mix of experience and ideas amongst the teaching staff and they are well qualified to deliver a good and vibrant curriculum to the pupils.
52. The headteacher is aware of the areas for development in the school as identified by the inspection team and has plans under way to improve the accommodation in the Foundation Stage and has identified the need for extra booster classes for boys in literacy and particularly in boys' writing. The school has plans to work with another local school which has successfully addressed similar issues. The current school development plan is of a one-year duration, monitored by governors following consultation with staff. The headteacher has plans to develop a longer strategic plan now the school is firmly established.
53. The quality of in-service training made available to staff and the detailed training plan for all staff makes a positive contribution to pupils' learning and the quality of teaching they receive. The planned in-service training for the next term is very appropriate, as the time is now right to develop the role of subject co-ordinators more fully.
54. The governors are very aware of the principles of obtaining value for money and apply these to their work. The school has a budget which reflects the transitional period; it funds itself and no real comparison can be made with cost per pupil with other schools.
55. Day-to-day administration is good and the secretary is benefiting from training in the use of ICT to help monitor the budget more effectively. This is only the second full financial year and the school could not do any more in the circumstances. The number of administration hours is appropriate for the current number of pupils on roll.

56. The accommodation is satisfactory overall and the range and quality of learning resources is good.
57. The capacity for the school to improve further is very good. The school is effective, has many strengths and gives good value for money.

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

- i. Improve the attendance of pupils by encouraging parents to recognise the adverse effects on progress caused by holidays taken during term time \*.
- (paragraph 11)
- ii. Raise further the standards of boys' writing and overall literacy skills, by providing focused tuition to address the weaknesses \*.
- (paragraph 91)
- iii. Improve the quality of teachers marking so those pupils know what they have to do to make further progress \*.
- (paragraph 16)

*\*The school has already identified these areas for development.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	66	19	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y1
Number of pupils on the school's roll (FTE for part-time pupils)	80	55
Number of full-time pupils known to be eligible for free school meals		32

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y1
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	33

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	2.0
National comparative data	0.5

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	1
Black – other	2
Indian	2
Pakistani	2
Bangladeshi	1
Chinese	1
White	35
Any other minority ethnic group	6

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	14
Average class size	27.5

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

Total number of education support staff	6
Total aggregate hours worked per week	117

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20.8

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	10.8
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	536 184
Total expenditure	513 595
Expenditure per pupil	3805
Balance brought forward from previous year	7 790
Balance carried forward to next year	30 379

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	95

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	0	0	1
My child is making good progress in school.	63	31	2	0	4
Behaviour in the school is good.	54	39	0	0	7
My child gets the right amount of work to do at home.	43	42	5	4	2
The teaching is good.	67	28	2	0	2
I am kept well informed about how my child is getting on.	40	37	15	5	2
I would feel comfortable about approaching the school with questions or a problem.	67	20	12	0	1
The school expects my child to work hard and achieve his or her best.	59	32	5	0	4
The school works closely with parents.	49	39	6	3	1
The school is well led and managed.	66	26	4	3	0
The school is helping my child become mature and responsible.	62	36	0	0	2
The school provides an interesting range of activities outside lessons.	69	29	0	1	0

## **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**

58. The school makes good provision for children under five in the nursery and reception classes. There are two intakes each year, at the beginning of the Autumn and Spring terms. A very high proportion of children have had pre-school experience before coming to the nursery. A small number of children with English as an additional language attend the nursery. Currently there are 24 children in the nursery with a high proportion still under five years during the week of inspection.
59. Assessments undertaken whilst children are in the nursery and by the school six weeks after children start in the reception classes indicate that attainment is above that expected for their age. By the time children are ready to leave the Foundation Stage they are on course to exceed the early learning goals in all aspects of their development.
60. The quality of teaching and learning provided during this stage of children's education is good. Teachers' planning in all aspects of their work is good. They show good understanding of the principles of the Foundation Stage and of the early learning goals expected of their age group. They apply these effectively and this makes a significant contribution to the good progress children make. Teachers and their assistants from the nursery work closely with their colleagues from the reception classes. This link ensures that children progress smoothly between the stages of their education and they continue to make good progress. Teachers set clear learning objectives for the children's learning and have high expectations of how well they will achieve. Children respond well in lessons by sustaining their concentration for long periods of time and behaving well. All staff in the Foundation Stage form very good relationships with the children and they establish a relaxed but very purposeful atmosphere. As a result children feel secure, they are keen to learn and they take full advantage of the activities. The quality and range of activities provided by teachers for their children are good. These planned activities are matched well to children's needs and abilities in order to ensure that children learn and achieve effectively. Additional teachers and nursery officers make a good contribution to the progress children make and to the good standards they achieve.
61. Good arrangements to assess achievement and progress are in place. All staff in the Foundation Stage apply these arrangements thoroughly and accurately. Assessment in the nursery is undertaken by using a pre-baseline assessment. Exemplary work in drawing, writing, computer work and photographs of work in design and technology are collected each term. On-going assessment of children in the nursery is recorded in a personal file. In reception classes, baseline assessment is taken on entry within six weeks. Teachers assess their children again in order to put them into groups for literacy and numeracy. Children with special educational needs and those for whom English is an additional language are identified early and individual educational plans are formulated to set targets to aid their progress. The information obtained from assessments is used effectively.
62. Induction procedures are very good and parents are kept well informed about their children's progress. Teachers arrange to visit the children's homes to provide a good link for their entry to the nursery and reception classes. Children moving from the nursery to the reception are invited to visit their new classrooms and to share lunch and activities together.
63. The quality of provision in the Foundation Stage is enhanced by good resources that support children's learning. Overall, accommodation is satisfactory. Children in the nursery have access to an adequate outdoor area which contains a good range of large toys and climbing apparatus that enables their physical and social skills to develop well. However, the designated area is not fully established and the school has plans to improve it. Reception class children have no designated area. They use the playground areas for part of their physical development

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

64. An appropriate emphasis is placed on this area of learning and is very effective in ensuring children make good progress. By the end of the Foundation Stage most children exceed the recommended goals in this area.
65. In the nursery, children develop confidence and are learning to behave appropriately. Most are keen to take part in activities and enjoy working individually. The majority of children form good relationships with each other and with adults. They are happy to take turns, share and are generally considerate of others. Children work well both independently and as part of a group and remain focused on a task until it is completed. Clear routines have been established in which the children thrive. For example, when walking into the hall for assembly, they understand that they must walk quietly and sensibly so as not to distract others.
66. Teachers in the reception classes build effectively on the good work of the nursery. Children extend their concentration spans especially in whole class sessions for both literacy and numeracy. Teaching is good in this area and has a positive impact on children's learning. Adults act as very good role models for the children helping them to form positive relationships with each other and to have positive attitudes towards coming to school and learning. Teachers know their pupils well and personal records are kept for each child as they move through the Foundation Stage.

## **Communication, language and literacy**

67. The provision for this area is good and most children exceed the early learning goals by the end of the Foundation Stage with the exception of boys in their writing. In the nursery, children's speaking and listening skills are developing well. They are eager to talk about what they are doing. Children are given clear verbal responses to questions to extend their vocabularies. For example, children through role-play discussed different menus in Mr Grumpy's underwater café and used the telephone to order new stock for the café. Adults model good speech patterns and they listen carefully to what children say. Staff join in the role-play activities to extend children's ideas and to develop their language. Teachers also give children opportunities to lead in the assembly every four weeks, promoting their speaking and listening skills. Children learn the sounds associated with a range of letters. Those children with English as an additional language are given good support in speaking and listening. For example, children had to decide how to make a sample of water cleaner through filtering. This activity gave rise to good oral skills and plenty of enjoyment.
68. Writing skills are developing appropriately. However, boys' writing is developing at a much slower rate than that of girls. Boys tend not to focus on writing with the same concentration as girls. Most of the children write their own names, labels and other letters legibly. They are beginning to understand that print carries meaning. Many opportunities are given in the "writing corner" for children to experiment with writing skills. Children learn to read by sharing books with the staff. They take books home to read and share in order to develop good habits for the future. Children are excited by reading. For example, a more able reader in the nursery who had a love of books described from his reading book the differences between plant and meat eating dinosaurs.
69. In the reception classes, teachers provide children with a good range of opportunities to develop their communication and literacy skills and make good progress. Children listen carefully to instructions and to what others are saying in class sessions. They listen to stories attentively and respond effectively. Children are very confident to retell stories in sequence with good detail. All children can write their names and are writing short sentences. Higher attaining children use capital letters and full stops in their writing. Handwriting skills are neat and tidy for children of this age. Reading skills are well developed. Higher attaining and average children read well with fluency and expression. Lower attaining children have some difficulties in matching text to the pictures and in recognition of a range of key words.
70. Throughout the Foundation Stage teachers provide good opportunities for extending children's literacy skills. Teachers have high expectations of children's work and behaviour. Phonics is well taught both in class and in withdrawal groups for children with special educational needs.

and those for whom English is an additional language. Overall, the quality of teaching in this area of learning is good.

### **Mathematical development**

71. Many children in the nursery and reception classes attain standards in their mathematical development that exceed those expected for their age. The teaching is good and this leads to good progress. Children in the reception classes are on course to exceed the early learning goals by the time they begin work on the National Curriculum in Year 1.
72. In the nursery, most children count and write numbers to ten and some go beyond. Higher attaining children count and recognise higher numbers up to 100. There is an appropriate emphasis on practical activities and children respond to these very well. There is a very good continual reinforcement of basic counting skills through the use of number rhymes and songs. Children correctly identify two-dimensional shapes such as circles, triangles, squares and rectangles. Higher attaining children identify hexagons and pentagons accurately. Most children understand terms such as “bigger than” and “smaller than” when explaining the size and quality of amounts.
73. In the reception classes all children are developing their counting skills well. They rote count to 100 confidently. Children write numbers correctly and add simple digit numbers to ten. Some children are gaining confidence in basic addition and subtraction and use appropriate mathematical language. Children’s knowledge of shape and space is good. They correctly identify and place two-dimensional shapes into the correct category.
74. The quality of teaching is good with clear learning objectives. Lessons are well organised to give staff the opportunity to work with groups of children so that there are good strategies to reinforce learning and to assess what individuals can do. Expectations are high and children are well motivated. There is good collaboration between the teacher and all additional staff.

### **Knowledge and understanding of the world**

75. Children’s knowledge varies considerably when they start in the nursery. The good provision and especially the good teaching offers them an appropriate range of experiences to extend their knowledge of the world around them. By the end of the Foundation Stage most children have exceeded the early learning goals and made good progress.
76. In the nursery, children are introduced to a range of artefacts and models at the beginning of the school day. This activity is twofold. Firstly, it ensures children are alert and attentive for the day; secondly, each artefact or model becomes a discussion point which is then used during the day for closer observational work. For example, children examined a “defrosted octopus” recognising the tentacles, the eyes and feeling the “slimy” exterior. Good foundations are being established for later work in science when children investigate a good range of living and non-living things. There are frequent opportunities to use the computer and children’s skills are well developed for their age. Children operate the computer competently using the mouse to select items they want. They are given adult help as requested. The local environment is explored and children have the opportunity to visit local shops and take note of their produce.
77. In the reception classes children show a good understanding of how computers work. They use the mouse, the keyboard and the toolbar successfully to undertake a range of functions. The programs give good opportunities to develop and reinforce their skills in a variety of ways. For example, they select the correct mathematical pieces to add to a picture by looking at the whole shape. As part of their work in geography a group of children with adult support were working as travel agents and using class-made passports. Children’s knowledge of plants is extended effectively in the reception classes building on the foundation introduced successfully in the nursery.
78. The teaching is good. Well planned activities, mostly in the afternoons, ensure that children have a range of experiences in this area of learning. Support staff are well deployed and use skilful questions to probe the children’s understanding.



## **Physical development**

79. Good provision is made for the children's physical development and they exceed expectations by the end of the Foundation Stage. Most children make good progress in developing the skills of cutting, sticking, joining, threading and modelling.
80. Most children in the nursery hold their pencils correctly when writing and handle tools safely and correctly. They handle small objects accurately when using construction equipment. Malleable materials such as play dough are used to develop manipulative skills. When playing outside, they move with appropriate freedom, showing good co-ordination when using large toys such as bicycles, tricycles and when moving on the climbing apparatus.
81. Children in reception classes develop their fine motor skills to a good level through activities such as painting, writing and drawing. When playing outside children run and move in different ways and throw, catch and kick large footballs.
82. The quality of teaching is good. Support staff are well deployed during physical activities. Teachers have good subject knowledge and give pupils many opportunities to develop their gross motor skills.

## **Creative development**

83. A good range of planned activities and well focused adult support mean that children make good gains in learning. Most children exceed the early learning goals by the end of the Foundation Stage.
84. In the nursery, children mix paints to produce other colours. Collage work is well featured and is linked to the investigation of different types of materials. Children develop good skills in painting and model making. They use a variety of tools and materials. For example, children used charcoal and graphite to create scenes of the "Birdman's visit". Children develop their imaginative play in the home-corner, such as, Mr Grumpy's underwater café and participate enthusiastically in singing a wide range of songs and rhymes both in class and during assemblies. They use percussion instruments to investigate the difference between loud and soft.
85. In the reception classes, children learn about Picasso and Van Gogh and paint a picture of the artist's work. The classrooms are bright and inviting and the displays from the reception classes both in the classroom and in the hall stimulate interest. Children respond well to music and join in songs and rhymes with appropriate tune and rhythm. For example, children in one reception class listened to a peaceful song from Bengal. They closed their eyes and imagined kites flying in the sky using their hands to express the movements of the kites.
86. The quality of teaching and learning is good. There is constructive support for children from all staff. High expectations lead children to produce work of quality. This is greatly valued and displayed attractively in the classroom.
87. Leadership and management are good.

## **ENGLISH**

88. Overall attainment in English is above average. The attainment of the oldest pupils exceeds that expected for their age in speaking, listening and reading. Attainment in writing is in line with that expected for their age. There are significant differences in attainment between boys and girls. Boys underachieve in writing from the nursery onwards. The school is addressing this matter successfully. Pupils make good progress in lessons. Pupils with special educational needs and for those whom English is an additional language make good progress in the lessons and achieve well from a lower starting point.
89. The oldest pupils attain above average standards in speaking and listening. Pupils speak about their interests and experiences confidently in one-to-one conversations with adults. They are

confident in speaking to an audience during the plenary sessions of the literacy hour. Pupils speak clearly and confidently when reading to an adult. They listen well to the teacher and to each other and offer well considered responses to a range of questions. Pupils with special educational needs and pupils with English as an additional language are becoming more confident in speaking and listening during class discussions. For example, a group of pupils with English as an additional language acted out the parts of two different characters from the book, "This is my house" by Michael Rosen. This gave pupils the opportunity to plan their dialogue before their performance.

90. Standards in reading attained by the oldest pupils are above average. Through their work in literacy they have a good understanding of how books are organised and are familiar with such terms as "author" and "contents". Pupils enjoy reading and have a very positive attitude to books. Higher attaining pupils read fluently and with good expression. They recall with accuracy what they have read and are prepared to talk about what they have read. Pupils of average attainment read fluently and expression is beginning to emerge. Lower attaining pupils begin to recognise most of the words in the text. They use phonics and picture cues to work out unfamiliar words. The school has established a positive ethos for reading and parents are encouraged to participate. Extra reading sessions have a most significant impact on all pupils particularly pupils with English as an additional language. The quality of teaching in these sessions is good and pupils are making good progress.
91. In writing overall standards are average. Boys do not achieve the same quality of writing as do girls, as a significant number of boys are summer born in comparison to girls and therefore have had less schooling. This underachievement is evident with some boys in the Foundation Stage. Pupils write in a variety of forms such as short stories, poems, descriptive writing and retelling stories. The writing shows understanding of full stops and capital letters. They learn different ways of beginning sentences and use these to write more creatively. Pupils who have English as an additional language and pupils with special educational needs are confident using phonics. Pupils are beginning to spell familiar words correctly. Handwriting is mostly legible and pupils learn to print from an early age. The school has plans in its policy to move to joined up writing at a later stage.
92. The development of literacy skills across the curriculum is good. Pupils broaden their range of writing in subjects such as, science, history and religious education. Pupils also carefully label diagrams in design and technology and in science. Pupils use computers appropriately to extend their work in writing.
93. Overall, the quality of teaching and learning is good. Lessons are well planned and have clear learning objectives. Teaching has a lively pace and good use is made of a range of teaching strategies to maintain pupils' interest. For example, during one withdrawal lesson for pupils with English as an additional language, the teacher had planned a range of oral and writing activities to keep pupils highly motivated. Teachers use the structure of the literacy hour appropriately and skillfully use a range of open-ended questions to enable pupils to respond at the appropriate level. Their good relationships with pupils, their good knowledge of pupils' attainment and the provision of suitable work have a direct impact on the progress in lessons. Teachers management of pupils is good and in turn pupils respond with good attitudes and behaviour. Support staff are used well to further enhance learning. Teachers supporting pupils' learning English as an additional language share their planning with class teachers and work effectively alongside teachers as well as withdrawing pupils from the class. Teachers use the supply of resources for literacy effectively. For example, "Big Books" enable whole class reading which helps the lower attaining pupils to increase their reading skills by participating with others in the class.
94. Teachers keep on-going assessments of pupils' reading, word and phonic knowledge. Targets are set for individuals and the school and these are reviewed regularly. Marking is unsatisfactory because it is inconsistent and does not always give a clear indication to the pupil on how to move forward in their learning. Homework is used satisfactorily to support pupils in reading. Pupils take books home on a regular basis.
95. The curriculum in English is broad and balanced and meets the requirements of the National Curriculum. Information and communication technology is not fully established across the

English curriculum. Appropriate and manageable systems are in place for assessment and pupils' progress is recorded well. Information from assessment is used well in planning.

96. Leadership and management are satisfactory. Monitoring of teaching and planning by the subject leader is planned for the near future. She provides clear direction for the development of the subject.
97. Resources are adequate. The library is new to the school and at present is awaiting large supplies of books.

## MATHEMATICS

98. Standards and achievements overall are well above expectations when pupils reach the end of Year 1. There are no National Curriculum tests with which to compare the school's performance. All pupils, including those with special educational needs and English as an additional language, make good progress in response to good teaching.
99. Standards for most pupils at age six are very high. For example, some pupils are able to subtract from numbers greater than 10 using the 100 square to help them. These pupils are able to count to 100 in 2's, 5's and 10's and are familiar enough with the operations of addition and subtraction to know which is appropriate to use in solving a problem. They are making good progress in *shape, space and measures*. They are able to name two-dimensional shapes such as rectangle, triangle and square and have progressed to naming and recognising three-dimensional shapes such as a hexagon, cube, cylinder and pyramid.
100. Pupils described by the school as average, understand their numbers well and combine different numbers accurately to make 10. They interpret the meaning of data from block graphs and identify coins up to £2's, and have a good understanding about change. These pupils are also able to name and recognise two- and three-dimensional shapes although they are less secure with three-dimensional shapes. Nevertheless their standards are broadly above average. Pupils of all attainment groups have made good progress since they entered Year 1 last September.
101. In lessons, there is appropriate emphasis on numeracy and standards overall are well above average. Pupils quickly recall pairs of numbers that total 10 and many are able to recall pairs of numbers to 20. They are very comfortable working in sums involving mental dexterity. In shape, space and measures, they are very secure in telling the time by the hour and write it in both analogue and digital form. Most have grasped the much more difficult concept of estimating what the time will be after the passage of one hour. Their standards in problem solving and mental techniques are above average.
102. Pupils have good attitudes to mathematics and behave well. They have good relationships with their teachers and these relationships help them to learn well. In one class, for example, when the pupils were seated on the carpet at the beginning of the numeracy hour, a child became very distressed, due to personal reasons and started to behave in a way that was potentially disruptive to the class. The rest of the class remained focused on their teacher's introduction and maintained their concentration until a classroom assistant quickly came to the aid of the child and gently withdrew him from the classroom to give him appropriate support.
103. In both classes, teaching is good. Teachers have clear learning objectives, which they share with the whole class. These are written on the white board and are repeated by the teachers. As a result, their pupils are clear about the purpose of the lesson and what they are to learn and achieve: "*Today we are going to think of pairs of numbers which add up to 10, and then if we are really clever, pairs of numbers which add up to 20.*" Lessons are well planned and build well on pupils' previous learning. Knowledge of the pupils' previous learning on a day-to-day basis is partly established through the use of good questioning. For example, one of the teachers was keen to know whether her class was able to identify a particular number sequence: "*What do you notice about this pattern?*" she asked, pointing to the white board. The class looked and thought for a moment and a shoal of hands was raised: "*It goes from 9, 8, 7, 6 down to zero*", replied a child. Teachers have high expectations that pupils of all attainment

will do their best and pupils of high attainment as well as those with special educational needs and English as an additional language are given good support and encouragement. Support assistants are used well when supporting groups, especially those with special educational needs. However, the school has not addressed the issue of how to use these assistants more productively during the plenary sessions at the beginning and end of the lessons. Most marking is weak. It is not consistent in quality. Some of it is good, but most consists of ticks or crosses and some errors are not identified. There are few helpful comments shown to pupils how to improve their work. The teachers in the parallel classes in Year 1 work well together. Regular assessment of pupils' work takes place every half-term with standard of work being assessed by both teachers and the judgements then being moderated by the headteacher. There is scope for more work in this area as the significant disparity between the assessments of the two teachers cannot be dismissed by differences in the attainment of the two classes. Group targets are set for mathematics and parents are given helpful advice about these.

104. Resources are good, overall. Leadership and management of the subject are satisfactory. A new teacher is to take responsibility for mathematics from next September. She is keen and enthusiastic and has an awareness of what needs to be done.

## SCIENCE

105. Achievement by the oldest pupils is in line with national expectations. This judgement is based upon scrutiny of pupils' work, discussion with the staff and pupils, planning and the one lesson seen. Progress is satisfactory. Pupils with special educational needs make satisfactory progress when supported by classroom assistants in small groups within the classroom and at other times.
106. By the age of six pupils know about the five senses. They associate each with the appropriate part of the body and can differentiate between living, dead and 'never-lived' objects. They know about conditions necessary to sustain life and growth in plants and can name parts of a flowering plant. They understand the difference between natural and artificial sources of light and the effects of being in the dark. They identify correctly the properties of materials, such as squashy, bendy, smooth, soft and sticky. They have grown plants from seed and made sensible predictions about how they will react in controlled experiments. They have collated data about human attributes, such as eye colour and constructed simple graphs to record their findings. The presentation and layout of their work are generally satisfactory and teachers maintain a good balance between worksheets and pupil-generated work. Higher attaining pupils write clear explanations with carefully drawn and labelled diagrams. Pupils enter the key stage with a good scientific knowledge and vocabulary. Progress is satisfactory and teachers enable pupils to build effectively on their previous knowledge. There is a good balance across the four areas of the science curriculum. Literacy skills are developed through the good concentration on scientific vocabulary. Numeracy skills are used in data handling and take the form of graphs and tables.
107. Pupils' attitudes to their learning are satisfactory overall. They often respond positively to the challenges set by their teachers. Higher attaining pupils confidently put forward ideas, make predictions and draw conclusions. These pupils listen well to each other and value each other's opinion.
108. The quality of teaching in the one lesson observed was good. Teaching is conducted at a brisk pace and the teachers' knowledge of the subject is good. Questioning was well focused and promoted the use of appropriate scientific vocabulary. Planning was of a good quality. Praise was well used to affirm good behaviour and pupils' answers. Teaching is well supported by classroom assistants.
109. Marking is inconsistent in quality and too often does not contain comments from the teacher on the presentation of work, to clarify misunderstandings or ask questions to promote thinking and improve attainment.
110. The national guidelines provide a scheme of work. The headteacher monitors the quality of teaching and planning and analyses samples of pupils' work.

## **ART AND DESIGN**

111. The attainment and achievement of the oldest pupils is above average. Pupils make good progress in lessons and their overall achievement is satisfactory. Pupils in Year 1 show a good understanding of scale when making detailed drawings of self-portraits. They use a range of pencils to create line and shade showing good attention to detail. They observe and comment on the work of famous artists and learn from their techniques. For example, pupils used only four colours to create a picture in the style of Matisse. Pupils are beginning to recognise the differences between tints, tones and shades. Pupils design and make fabric collages using a good range of materials. For example, pupils selected a small design from a large picture and then attempted to build up a collage using the small design, which had been covered with felt. Pupils use computer-generated art with some very good effects.
112. Only two lessons were seen. Overall, the quality of teaching is good. Teachers provide a wide range of opportunities for pupils to develop their artwork and they experience and experiment with a good range of materials. Teachers make good interventions to help pupils improve their work. Lesson planning is very good and teachers have high expectations of pupils' standards. Careful attention is paid to developing pupils' technical vocabulary and words such as pattern, texture, simplify and shade are used in the right context. This is particularly beneficial to pupils who are learning English as an additional language and also ensures that everyone understands what is being discussed. The focus for learning is made very clear at the beginning of lessons, which gives pupils a sense of purpose. In the lessons seen pupils' interest was stimulated by the enthusiastic approach by the teachers. Pupils enjoy painting and experimenting with different media and materials. In both lessons the management of pupils was good and pupils responded with good attitudes and good behaviour.
113. Leadership and management of the subject are satisfactory. The headteacher monitors the subject as there is no subject leader at present, which contributes to the high standards achieved. The subject has a policy and scheme of work. Display work around the school is good. Resources are good and used well by all the staff.

## **DESIGN AND TECHNOLOGY**

114. Pupils' achievement and attainment is in line with that expected for their age. It was not possible to see any design and technology being taught during the inspection and this judgement is based on the analysis of samples of pupils' work and teachers' planning. There is not enough evidence to make a firm judgement on teaching.
115. Pupils have designed moving models of Punch and Judy in a puppet booth. These are displayed effectively in the classroom. Pupils have evaluated their models to see whether they could be improved. This work links to the history/geography topic based on the study of "seasides" past and present. Pupils have also designed new features for their school playground which is a school project.
116. The subject is well resourced. Activities are planned from the national scheme of work which are appropriate to pupils' needs. There are no systems of assessment in place. The school hopes to have them in place for the next term. There is no co-ordinator to monitor teaching and planning. During the inspection, the headteacher took responsibility for the subject.

## **HUMANITIES (HISTORY AND GEOGRAPHY)**

117. Pupils' work, well detailed school records, displays and limited lesson observation indicate that attainment is in line with national expectations in both subjects. Pupils can describe events in the past, using appropriate vocabulary. They understand that over time everyday items have changed and they can describe the differences between their modern toys and those from Victorian times. This demonstrates their well-developed sense of chronology. They can place photographs in chronological order and describe how clothing and customs have changed. Through the history and geography seaside project they can explain the effect of the coming of railways and the development of popular seaside holidays. This was particularly clear from pupils' contributions to an outside specialist's Punch and Judy demonstration. The prepared

questions, display and individual work preceding the lesson indicated good preparation and during the session pupils revealed considerable insight into the topic and genuine interest. Some understood why Punch and Judy had been an adult entertainment in the past. Pupils were well motivated and listened carefully to the outside speaker and each other.

118. In geography, higher attaining pupils draw good conclusions from fieldwork and have carried out a comprehensive traffic survey. They read simple maps and diagrams of the area. Some have thought through the parking problems near the school and proposed solutions. They can identify places on simple maps and are involved in plans for the design of their playground. Work is relevant and engaging.
119. Teaching is satisfactory. Teachers collaborate effectively in planning their work. The curriculum files contain a variety of schemes of work but as yet, subject documentation does not do justice to the teachers' imaginative work with pupils. History and geography are to be a focus in the school's development plan in the near future. The school provides good access to a range of learning resources. Teachers make good use of the local park and organise visits to a wide variety of museums and a safari park.
120. When some pupils go on family holidays in term time, they take along "Barnaby Bear" and take photographs and provide information for their classmates, often in the form of an informative display. Other pupils had been to the USA and produced pictures including the desert near San Diego, orange trees and the Pacific. Displays are very good throughout the school.
121. To improve standards further, teachers need to produce history and geography schemes of work, which reflect the current good practice and provide a framework to ensure pupils' continuous progress in the development of knowledge and skills. This school is an area for future development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. The oldest pupils in Year 1 attain standards in ICT that are good.. No lessons were observed during the inspection. Judgements are based on planning, the use of computers in class, display work and on discussions with staff.
123. In Year 1, pupils have good mouse control and show competence in using the keyboard to write sentences and in using the mouse to click on icons. Most pupils know how to save and print their files as well as locate letters on the keyboard. Pupils are becoming familiar with the menu on the screen. Good links are made with work in art and design as pupils use computer-generated art to produce a good range of pictures. With help, pupils access information from Websites. For example, pupils obtained information about the artist Matisse that they used when creating their own pictures in his style. Pupils recognise that there is a connection between data and recording in pictograms on the screen
124. No teaching was seen so there is not sufficient evidence to make a firm judgement on teaching. Observations were made of pupils working on computers and the interchanges they had with staff.
125. Overall, pupils' achievements are satisfactory from their entry into school. Pupils with special educational needs and pupils with English as an additional language are achieving well from their lower starting point.
126. Leadership and management are satisfactory. There is no designated co-ordinator at present. The school has made good use of specific funding to establish a well-equipped computer suite, which was not in use during the inspection. From the assessment records of all pupils all areas of ICT are covered including aspects of data-handling and control technology.

## MODERN FOREIGN LANGUAGES

### Spanish

127. Pupils' responses to being greeted in Spanish meet with smiles and obvious enthusiasm. Conversations reveal that they can greet each other, say where they live and count. This is satisfactory for such young learners. Pupils are responsive, well motivated and proud of their achievement. There is no national data to compare standards of attainment for pupils learning Spanish at this age and as yet, the school has not developed a system for recording progress.
128. Although there was no Spanish teaching during the inspection week, pupils' enthusiasm, confidence and accuracy of pronunciation provide testimony to the quality of teaching. Some pupils are anxious to point out that they are learning French and in some cases, speak other languages. Pupils have one 30-minute session a week and are taught in half classes. Because language assistants are appointed for one year only, this school seeks to appoint a permanent member of staff from a specialist agency.
129. The provision of a common modern foreign language for all pupils from nursery age offers many advantages. It helps build successfully on some pupils' native language and helps to create a climate of mutual respect. It supports the National Literacy Strategy and the wider curriculum. It builds confidence and fosters self-esteem, consistent with the aims of the school.
130. To improve the teaching of Spanish further, the co-ordinator could make direct contact with the Centre for Information on Language Teaching and Research and the Early Language Learning Initiative. These contacts would provide access to resources and training. Contact with the Spanish ministry of education representatives in London would also provide access to resources. The school hopes to make contact with the Central Bureau for Educational Visits and Exchanges to assist the establishment of links with schools in Spanish-speaking countries and further broaden cultural awareness.

## MUSIC

131. Standards are very well above those normally expected for six-year-olds. This judgement is based on a limited number of classroom observations and other musical activities around the school including assemblies and a recorder session taken by a teacher funded by the Beacon status of a local secondary school. An analysis has also been made of music portfolios and the scheme of work. The school also benefits from the expertise of a music specialist. All pupils, including those with special educational needs and those who use English as an additional language make good progress.
132. In Year 1, pupils sing "I like the flowers" in two parts. This is a complicated activity for pupils of this age, but they are enthusiastic and sing well. By the end of the lesson, they show that they are able to compose their own song, can 'conduct', are able to keep to a pulse rhythmically, and can accompany themselves with a beat on their percussion instruments. In an assembly they sing, "*This little light of mine, I'm gonna let it shine*", accompanied on the guitar by the music teacher. Their singing is good; all children, including those from the reception classes, enjoy this activity and articulate the words of the song very clearly. In a small recorder group of five pupils from Year 1, they show that they have good understanding of relevant musical vocabulary such as crotchet, semi-breve, minim and treble clef. They recognise the notes written on the stave such as 'b' 'g' and 'a' and play these on their recorders reasonably confidently. An analysis of the music portfolios reveals a wide range of musical activity in the school, including action songs to help with pulse and pitch and good use of shakers to help to keep time to the beat. Pupils in Year 1 also use skipping to develop their sense of co-ordination, pulse and rhythmic skills.
133. Pupils enjoy music and respond well to the good, lively teaching. They listen well and their attitudes and behaviour are beyond reproach.
134. Teaching is good and sometimes very good and the pupils benefit from the specialist's very good knowledge and understanding of the subject. Lessons are well planned and the aims and

objectives of the lessons are shared with the pupils. Relationships between her and her pupils are very good. The teacher has high expectations of her pupils and does not accept second best. Sometimes this leads to activities that are challenging for pupils in Year 1, but they are happy to try, nonetheless. Lessons are well managed and all pupils are involved. For example, they usually sing in a circle so that everyone in the class can see and hear everyone else. Pupils are given appropriate encouragement and resources are used well.

135. At the time of the inspection there was no co-ordinator for the subject, although in practice, the music specialist takes a leading role. Resources for the subject are good.

## PHYSICAL EDUCATION

136. Pupils' achievement and attainment are satisfactory. Standards are broadly in line with national expectations at the end of Year 1. It was possible to observe only two lessons during the inspection. Judgements are therefore based on a scrutiny of teachers planning and discussion with key staff. In the lessons seen all pupils make satisfactory progress. Pupils practise their throwing and catching skills confidently, in small groups and in pairs with increasing difficulty. They co-operate with each other, take turns and enjoy competitive team races.
137. Teachers' planning indicates that the full range of the national curriculum programmes of study is available to pupils and that pupils use different parts of their body to travel along the floor, they make appropriate progress and learn to travel along low level apparatus. They learn to move along benches on the floor and climb up inclined benches to the top and jump safely, with supervision, onto a mat. It is not possible to make a judgement about the quality of teaching overall. The subject is managed successfully.

## RELIGIOUS EDUCATION

138. It was possible to observe only one lesson during the inspection. Judgements in addition to this lesson therefore are based on teachers' planning and an examination of the locally agreed syllabus. By the end of Year 1, standards are broadly in line with the expectations of the locally agreed syllabus. In the lesson seen, all pupils, including those with special educational needs and those whose first language is not English, made good progress.
139. During the inspection the focus of the syllabus was '*Growing up in a Jewish Family*.' In the lesson, pupils showed that they had a secure understanding of key terms such as Mezuzah, Torah, Synagogue, and Shabbat. For example, they understand that a Mezuzah reminds Jews of God. Pupils have very good speaking skills. In groups, pupils write sentences about positive things that could be included in a Mezzuzah such as '*to say thank you to Mum*', and '*to be nice to my teacher*.' The standard and presentation of this work and the amount of work left for analysis was in line with the levels expected of children age six.
140. Pupils have good attitudes to the subject, good relationships with each other and with their teacher and behave well.
141. There were insufficient lessons observed to make judgements about the overall quality of teaching. In the one lesson, the teacher emphasised technical vocabulary well and good questioning was a strong feature of the lesson which made pupils think and recall their previous learning: "*What does Creator mean?*" she asked. The class thought for a moment and one pupil replied, "*It means they made something*." The lesson was well planned and the learning objectives were shared with the class. These objectives helped pupils to know exactly what they had to do. In the work in pupils' books, the standard of marking is inconsistent. Some work had not been marked and comments were not always helpful to show pupils how they could improve. The agreed syllabus is used appropriately. Resources and artefacts are good.