

INSPECTION REPORT

PINNER PARK FIRST SCHOOL

Pinner, Harrow

LEA area: London Borough of Harrow

Unique reference number: 102207

Headteacher: Ms Hazel Yeomans

Reporting inspector: Martin Creasey
2451

Dates of inspection: 10th – 14th June 2002

Inspection number: 245272

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 8
Gender of pupils:	Mixed
School address:	Melbourne Avenue Pinner Middlesex
Postcode:	HA5 5TL
Telephone number:	020 8863 2191
Fax number:	020 8863 6391
Email address	pinner.park.first.sch@harrow.gov.uk
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mr Barry Lewis
Date of previous inspection:	9 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2451	M Creasey	Registered inspector	Music Physical education Equal Opportunities Special Educational Needs English as an additional language	What sort of school is it Results and achievements Leadership & management How to improve further
01073	C Hinds	Lay inspector		Attitudes, values and personal development Care for its pupils Partnership with parents
8552	W Hart	Team inspector	Design & technology Information technology Provision for Under Fives	
21927	C Curtis	Team inspector	Maths	
18546	P Overton	Team inspector	Geography History	How well are the pupils taught Curricular and other opportunities
32110	D Crabbe	Team inspector	Art English	
2396	M Davidson	Team inspector	Religious Education Science	

The inspection contractor was:

Tribal Education Ltd
St John's Court
East Street,
St Ives,
Cambridgeshire PE27 5PD

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

Pinner Park First school is a larger than average first school with a large nursery. It caters for pupils from age three in the nursery to Year 3 pupils in the school. There are 409 pupils on roll arranged in thirteen classes, including the nursery class. The nursery class offers 52 part time places for 26 children attending in the mornings and 26 in the afternoon. The school is about the same size as at the previous inspection in 1998. The number of pupils eligible for free school meals is below the national average. The number of pupils on the special educational needs register (SEN) is in line with the national average as is the number of children with statements for special educational needs. The percentage of pupils who speak English as an additional language in the school is very high. These pupils are from a variety of different language backgrounds and there are several first languages in the school. There is a wide range of abilities of children on entry to the school but overall children's attainment on intake is slightly below average into the nursery and about average into the reception classes. The school is situated in a largely residential area where most families own their own houses.

HOW GOOD THE SCHOOL IS

This is a very good school. The leadership of the headteacher is very good. She is well supported by the deputy headteacher and together they contribute significantly to the success of the school. Standards in English and science are very good and in mathematics they are good. Pupils with special educational needs make very good progress. There is no significant difference in attainment between boys and girls. Pupils with English as their second language make very good progress and most attain the nationally expected standards both in the national tests for seven year olds and by the end of Year 3. Teaching is good throughout the school, with much that is very good and some that is excellent. The Foundation Stage teaching is good and children progress well, attaining standards that are in line with those expected for pupils of this age. The National Literacy and Numeracy Strategies are fully implemented and contribute to the good standards in reading, writing, speaking and number. The governors are committed to the aims and values of the school and work hard to support the staff, parents and pupils. The school is very effective and provides good value for money.

What the school does well

- The school enables all children to attain high standards, particularly in English, mathematics and science.
- The school ensures that the youngest pupils make a good start to their education in the nursery and reception classes.
- The school fosters very good attitudes and behaviour throughout the school and manages pupils' personal development very well so that relationships in the school are very good.
- All pupils learn well regardless of their backgrounds or ability and are fully included in the work of the school.
- The school encourages children to enjoy working hard by carefully planning and organising their work and teaching them well.
- The contribution of teaching support staff plays a significant part in the children's successful learning.
- The school inspires the confidence of children, staff and parents because it is very well led by the headteacher who has clearly established values that stimulate an atmosphere of trust and respect for individuals.
- Parents view the school very positively.

What could be improved

- The school needs to ensure that parents have clearer reports that show how their children are achieving in respect to national expectations.
- Sometimes the marking of children's work does not sufficiently assist children to improve their work by setting clear enough targets for them to achieve.
- Pupils who are gifted or have special talents are not identified early enough and given enough support.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been very good since the last inspection. The school was last inspected in March 1998. It was judged to be a happy school with satisfactory standards and quality of education of its pupils. The main weaknesses identified were: the time allocated to teaching in Key Stage 2; the lack of a range of organisational strategies used by teachers in lessons; the neatness and presentation of pupils' work; the role of the co-ordinators in monitoring teaching, attainment and progress in their subjects; the communication with parents regarding homework and the arrangements for keeping them informed about their children's progress. There has been very good improvement in all areas identified and there are no major issues to address. There are a few development points still required in reporting pupils' achievements to parents. The turnover of teaching staff and the difficulties the school has faced in recruiting experienced teachers to co-ordinators' posts has affected the role of some subject co-ordinators when monitoring their subjects and judging standards. Teaching was judged satisfactory in the last inspection and has improved as it is now good.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	D	B	B	C	well above average A above average B average C below average D well below average E
Writing	C	B	A	A	
Mathematics	D	C	B	C	

In the 2001 National Curriculum tests for Year 2 pupils, attainment was well above average in writing and above average in reading and mathematics, when compared with all schools. When Pinner Park School is compared with similar schools where the number of pupils claiming free school meals is less than 8%, attainment remains well above average for writing and average for reading and mathematics. Teacher assessment for science shows Year 2 pupils in 2001 to have attained well above average standards. Initial analysis of the results of the Year 2 tests taken in 2002 shows a further improvement on previous years and continues the schools' trend of improvement which is above the national trend. In Year 3 standards in English and mathematics are above the national average and those in science are well above. At the end of the Foundation Stage children satisfactorily meet the nationally expected standards, but in personal and social development, speaking and listening and work with number, attainment is above this. Higher attaining pupils do well but those who are gifted and talented are not identified clearly enough and provided with more challenging targets. Pupils with special educational needs make very good progress and often reach standards above expectations and the targets set for them in their individual education plans. Pupils learning English as an additional language make very good progress and most attain the national standards by the end of Key Stage 1 and Year 3. There are no significant differences in attainment between boys and girls. In English, mathematics and science standards throughout the school are above average. In information technology, design technology and art there is some good work and standards are above average overall. The standards in the other subjects, including religious education, are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school, enjoy their work and work hard.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly towards each other, the adults in the school and visitors.
Personal development and relationships	Very good. Pupils are secure in their relationships.
Attendance	Good, above average. Unauthorised absences are in line with national averages.

Pupils' attitudes to school, each other and adults are very good and a strength of the school. Children obviously enjoy learning. There were many examples of ways in which children helped and encouraged each other in lessons. Behaviour is also very good and the few incidents of poor behaviour that occur are dealt with appropriately by staff according to the school's effective behaviour policy. There were no incidents of bullying observed during the inspection. Parents that commented on this in the meeting expressed complete satisfaction with the way the school deals with bullying. Pupils are receptive and courteous to classroom support assistants, the midday supervisors and other adults, who all contribute significantly to the good atmosphere and attitudes in the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Year 3
Quality of teaching	Good	Good	Good

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

Teaching is good throughout. There were no unsatisfactory lessons. In more than three quarters of lessons, teaching was good or better and in a quarter it was very good or excellent. This quality of teaching is maintained in the teaching of both English and mathematics. All teachers make good provision for those pupils with identified needs, including those with special educational needs and those whose first language is other than English. There is a strong commitment to including these pupils in the full range of curriculum work and consequently high standards are achieved. In the majority of lessons, pupils are suitably challenged by the work set them and provided with opportunities to evaluate and improve their own performance. Well-trained and effective teaching assistants contribute significantly to the standards pupils' achieve and ably support the good quality teaching. Pupils' learning is good throughout the school and is linked to the quality of teaching. The literacy and numeracy strategies are given a high priority in the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good throughout the school. The required curriculum is in place and there is very good provision for children's personal, social and health education
Provision for pupils with special educational needs	Very good throughout the school as a result of school-wide commitment to making appropriate learning possible. Pupils' needs are assessed well and programmes are prepared for them enabling them to make very good progress.
Provision for pupils with English as an additional language	Very good. Pupils are fully included in the work of the school, supported appropriately and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for all is very good and children work and play together very well. Opportunities for spiritual development in assemblies are very good.
How well the school cares for its pupils	The school cares well for the children. There are very good procedures in place for monitoring and promoting good behaviour and caring attitudes.

The school works hard to ensure the well being of its pupils. Problems are addressed quickly and there is a strong relationship with parents, reflected in their responses to the questionnaire and during the parents' meeting. There are good opportunities provided for parents to share in the work of the school, receive information about what their children will learn and the overall progress they are making. The school needs to improve some of the information provided to parents about how individual children's attainment compares with national expectations. Education visits are used well to support curriculum work and to widen pupils' understanding of the world outside school. Some extra-curricular activities are offered to pupils at lunchtimes and after school. These are not significantly different to those provided in similar schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership maintaining a clear vision for the school, shared with pupils, colleagues, governors and parents. The deputy headteacher provides strong support for the head and together they form a good management partnership.
How well the governors fulfil their responsibilities	The governors provide good support for the school fulfilling all their statutory duties and working hard on behalf of the school.
The school's evaluation of its performance	Good. The school has established an agenda for improvement and there is a good system for examining its work. The information gathered about reading last year has been used to improve the overall standards of pupils.
The strategic use of resources	Good. Funds are well targeted to improve the school's standards, particularly for pupils with languages other than English and in improving basic skills.

The school maintains a good level of staffing. The accommodation is satisfactory overall and the improvements the school has made in developing an information and communication technology suite have enhanced the overall provision considerably. The contribution of curriculum co-ordinators to school improvement has developed significantly since the last inspection. More opportunities for some of them to lead on teaching and learning and assessing standards in their subjects would further develop their role. The governors have a best value policy in place and ensure the school receives the best value when undertaking expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel that their children like school and make good progress. Parents particularly like the way the National Literacy Strategy is taught. Teaching is perceived to be good and children generally like their teachers. Parents feel that the school has high expectations of their children and this leads to good standards. Behaviour is seen to be very good in school and in the playground. Parents like the way the school is led and managed and feel confident when approaching the school that questions and problems will be dealt with. Parents believe that the school helps their children develop well and take on responsibilities. 	<ul style="list-style-type: none"> More activities for children outside of lessons. Parents would like to have more detailed information about their children's progress Parents would like a more consistent approach to the setting and marking of homework.

Parents express a very high level of satisfaction with the school. This is supported by the inspection evidence, which shows that there are satisfactory activities for children outside school hours although some of these happen at lunch time and may be less obvious to parents. Improvements to the information parents receive could be introduced so that they have a clearer view of the children's achievements in comparison with national expectations. In the home activities sessions observed the teachers made clear the homework tasks, the expected standards and when the work should be returned. These sessions are designed to help parents and children work together. There were no inconsistencies observed but there is no detailed monitoring of this process by senior staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is wide ranging. Taking into account the high number of pupils who speak first languages other than English and the number of pupils with special educational needs, the attainment on intake into the nursery is slightly below the average for children of this age. Children make very good progress in personal and social development and satisfactory progress in all other areas of learning. The majority of children enter the reception classes with very good speaking and listening skills.
2. Attainment on entry to the reception class is about average when based on the schools' assessment process administered in the first seven weeks of term. Children in the reception classes achieve satisfactorily. Those with special educational needs and those with English as an additional language make good progress. Teaching is never less than satisfactory and good or very good, particularly in the nursery. As a result most children attain standards that meet the expectations of the Early Learning Goals by the time they enter Year 1.
3. In communication, language and literacy sessions, children listen carefully to teachers and each other, and use the new language they are learning when discussing their work and engaging in role-play. Their early speaking and listening skills are very good, so that the majority meet or exceed the expected standards of the Early Learning Goals in this aspect of the communication goal. In mathematics, children count, match and sequence competently to ten. By the end of their time in the reception classes children can calculate, some using numbers to twenty, with skill, and their attainment is in line with what is expected. Their personal, social and emotional development exceeds the standards of the Early Learning Goals. They develop a sense of responsibility, co-operate well and work independently. Almost all children can solve relationship problems they encounter and are able to share their feelings with other children and adults. Standards are as expected nationally in the other Early Learning Goals of knowledge and understanding of the world, physical development and creative development.
4. In the national tests for seven-year old pupils in 2001 almost all of the pupils attained the nationally expected level in reading, writing and mathematics. The tests showed attainment that is well above the national average in writing and above the average for reading and mathematics. When compared to similar schools, writing is still well above average, and reading and mathematics in line with the average. Early analysis of the 2002 tests shows that the improvement in standards is being maintained. Pupils capable of attaining higher levels are successful in all subjects tested and this aspect of attainment is good. There is no significant difference in boys' and girls' attainments. Pupils with first languages other than English perform well and achieve higher than expected attainment, particularly in writing where all reach the nationally expected levels, although some are at the lower end of the range. Special needs pupils also attain well and at least in line with their prior attainment.
5. The school has introduced and maintained the literacy and numeracy strategies very well. The staff have made great efforts to ensure that the pupils' standards have risen as a result of this work. Teachers and support staff have been well trained and are confident in the work they undertake. Pupils attain high standards as a result of this consistently good teaching.
6. In the science teacher assessment in 2001, all of the pupils attained the required level or better. Over a third of the pupils attained the higher level. Both these scores show attainment in science to be well above the national average.

7. In Year 2 the standards observed during the inspection show standards in English, mathematics and science to be above average and this is an improvement since the last inspection. Seven-year-old pupils have the confidence to try out mathematical ideas for themselves and record their work clearly, for instance when combining the prices of two items from a shopping list, calculating the total price and then the change from a given amount. The very good progress that pupils make in developing their listening skills is particularly evident. In a literacy lesson in Year 2, pupils were able to develop their knowledge of mini-beasts from science and work together to produce an information web page, successfully discussing ideas, listening to the arguments and then working co-operatively to produce appropriate text.
8. Progress is maintained throughout the final year in this school so that standards are above average in these subjects in Year 3 when pupils leave the school. This is an improvement in standards since the previous inspection. In Year 3, pupils take nationally recognised tests set by the body responsible for the National Curriculum. Although these are not statutory tests they do give a clear indication of how well Year 3 pupils are doing both in the school and national context. These show many pupils to be attaining levels in English, mathematics and science at or above the nationally expected levels. Standards in English and mathematics are also above average in pupils' work, with science well above. The pupils' achievements in English are often apparent in other subjects too, such as history.
9. Standards in art, information communication technology and design technology are good throughout the school. This maintains the standards of the previous inspection. There is an impressive display of pupils' art on show around the school. It shows pupils as confident users of paint and other media and the level of creativity is good. The standards in history are above average in Year 3 and average at the end of Year 2. In religious education, pupils are meeting the requirements of the syllabus used in the school which is an improvement since the last inspection. In all other subjects the nationally expected standards are met by the end of Years 2 and 3. The progress of pupils is good and many pupils attain standards above those expected when they leave the school at the age of eight. Pupils with language backgrounds other than English progress well and many are matching the standards of their peers.
10. Pupils with special educational needs make very good progress in relation to the individual education plans and targets set for them. There is no evidence of underachievement because their support and work are well matched to their needs. This is largely due to the very good planning and organisation of the teacher in charge of special educational needs (SENCO), the good teaching and learning arrangements made for them in classes and the focused withdrawal system taught by a specially employed teacher of special needs. Whilst the highest attaining pupils make satisfactory progress, they do not achieve as much as they could. The school focuses, however, on all children capable of attaining higher levels in the national curriculum tests and monitors their progress. Many pupils reach these higher levels in line with the school's expectations of them.
11. There are no significant differences in the standards of boys and girls throughout the school. The trends in the results of the school are slightly above the nationally improving trends.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to their work, a distinct feature of the school which has improved since the previous inspection. Parents report that their children are keen to come to school, a view confirmed by the inspection. Pupils' happy faces as they join classmates in the playground before the morning bell reflect their pleasure in their life at school. They say they

love their school and relish the activities open to them, enjoying the assemblies in particular. Seeing all the children in assembly, including the very youngest, raising their voices and their arms in praise and throwing themselves heartily into the hand jive was a joy to behold and an inspiration for the day ahead.

13. The attitudes of pupils, including those with special education needs, to their learning are equally good and make a significant contribution to their progress. During lessons pupils are confident, join in all the activities with enthusiasm and work hard. Boys and girls longed to contribute their ideas in a Year 2 English lesson where the class was discussing producing spider facts for a web page. The younger pupils also have very good attitudes to their lessons. Pupils in a Reception class thoroughly enjoyed interpreting lively music into a happy dance. Arms waved and children hopped and skipped with huge beams of pleasure on their faces.
14. Another improvement since the previous inspection is the very good behaviour of the pupils. This reflects the constant care taken by staff to promote good behaviour throughout the school. In lessons, pupils respond to the very clear expectations of the teacher. This response stimulates their desire to do their best and leaves no time for inappropriate behaviour. In the playground, behaviour is also very good. Pupils play well together with evident enjoyment and vigour. They are kind to one another and are careful not just to notice but also accommodate the needs of others as they move around the school. Pupils are very careful with property, treating their own and the school's equipment with very high levels of respect. Children who forget their plimsolls help themselves to spare pairs which are stored in the welfare room in special racks according to size. They carefully select and try the appropriate size, returning the chosen pair very responsibly at the end of the lesson.
15. There have been no permanent exclusions from the school. Reports from pupils and parents indicate that bullying rarely occurs and staff handle incidents very well.
16. Relationships in the school are also very good, yet another improvement since the previous inspection. Pupils, boys and girls, younger and older, children from a wide range of backgrounds, enjoy being with one another whether in the classrooms or around the school. They offer each other very good support in lessons and automatically and modestly help each other. Proffering a helping hand comes naturally to these pupils. Year 3 pupils in design and technology noticed and volunteered when neighbours needed someone to cut sticky tape or hold materials together as they made individual photo frames to their own designs.
17. A significant feature of these warm relationships is the natural ease with which all pupils are included in school life. Those pupils who have special education needs or English as an additional language are totally involved with their friends in work and leisure activities. No-one is left out of learning activities or the fun in the playground. Lots of children added their own anorak to the pile in the playground as they created their own makeshift bed. The limbo dancing under a skipping rope challenged and entertained boys and girls. Pupils are very considerate of others who have to cope with particular challenges because of their individual circumstances. They accept that some children have problems behaving properly and make full allowance for these children.
18. The school is a very harmonious community where pupils relate equally well with adults. Shared humour is evident in many of the interactions between pupils and adults. This community has fun together. Pupils value the feelings and experiences of others. They listen attentively when teachers share stories about their own particular circumstances. They show high levels of interest in, and compassion for, the lives and needs of others. The nursery children are tenderly accumulating a box of their home made cards and gifts to support a

recently bereaved member of staff. A pupil reminded an inspector that what you look like doesn't matter, "It's what is in your heart that counts."

19. The school acknowledges the importance of each pupil's personality and ensures that each makes very good gains in their personal development. This represents another improvement since the previous inspection. Pupils including those who have additional challenges due to their special education needs, take very good levels of responsibility for their lives in school. Many pack a lot into their busy week and they manage to have the correct equipment to hand. They take great care about hanging up their coats and make sure they have their books and pens and pencils ready to start their lessons. They take real ownership of any jobs they are given or volunteer for. From a young age pupils are expected, and many offer, to carry messages to others or do jobs to help keep the classrooms and corridors in good order. Pupils glow with pride when chosen to help out. They are thrilled to return the registers to the welfare room and carry them with reverence and dignity. They are developing very good levels of confidence and self esteem. A Year 1 boy, for instance, very proudly explained to his intrigued classmates what happens in a Mosque, an activity which contributed to the personal development of all in the class.
20. Children in the nursery acquire equally good personal qualities. Staff very quickly recognise their individual personalities and nurture their development very carefully. The children are therefore friendly, sensible, responsible and very responsive.
21. Most children do not want to be absent from the school so attendance figures are above average. Some pupils are taken on family holidays during term time, a situation which has an adverse effect on the overall figures. Unauthorised absences are average for this type of school. As at the time of the previous inspection a few pupils arrive late at the start of the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching throughout the school is good. There were no unsatisfactory lessons. About three quarters of the lessons are good and more than a quarter are very good or excellent.
23. The consistently good teaching is a strength of the school. Teachers have high expectations of their pupils and their relationships with them are very good. Teachers use easily understandable language in their explanations and instructions and their very careful questioning ensures that all pupils take part in the learning. Their classroom organisation is also very good and it is the combination of these factors that makes the teaching so effective.
24. The teaching of English, mathematics and science is good. Teachers remind pupils of the work of the previous day or week and this helps pupils to understand the purpose of the lesson and involves them more closely with their learning. Teachers employ a range of methods to introduce or reinforce ideas and skills for their pupils and they respond positively to them. Good examples were seen in Year 1 of teachers making good links between basic phonic work and the development of poetry using word patterns to introduce the idea of alliteration. In Year 2, drama was used very effectively to develop pupils' speaking and listening skills as they explored the relationship between humans and their environment. They were able to debate issues and record the results in a variety of ways so they could share their findings with the rest of the class. In Year 3 teachers give clear instructions and demonstrated the correct way to sit and hold a pencil as the pupils are taught how to develop a legible form of handwriting. In science, teachers introduce pupils to the idea of a "fair test" and they are encouraged to work

collaboratively and record their results together. Mathematics teaching is well paced and teachers explain the investigation methods and the relevant vocabulary clearly, constantly checking their pupils' understanding and providing time for them to discuss and confirm their findings.

25. As well as the recent emphasis on literacy and numeracy, teaching in the other subjects has remained of a good quality. Teachers make good links with literacy and numeracy within many of these subjects, especially history, geography and religious education. Another good example is in art where the tasks set and the standards reached, enhance the pupils' spiritual and cultural education. Information and communication technology is used effectively to support learning across the curriculum.
26. Teachers plan effectively, with clear intentions for what will be learned for each lesson. These intentions are shared with the pupils and the teacher assistants so that all know what to do. Pupils are encouraged to be independent and to take responsibility for their own learning. There is a very positive atmosphere in every classroom where all feel able to take part, raise questions and have their responses valued. Adults in the classrooms have very high expectations of their pupils' attitudes and behaviour and they enjoy very good relationships with the pupils. Their encouragement and guidance, prompting and reminding, enables pupils to make good progress and achieve high standards.
27. There is good teaching of pupils with first languages other than English. The support teacher provides good support. This informs teachers' planning and takes into account pupils' needs, being directed at individual requirements and targets for learning. There is good monitoring of pupils' progress.
28. Teachers ensure that pupils with special educational needs are fully involved. They identify the needs of these pupils and work with the co-ordinator for special educational needs to ensure planning and teaching is appropriate. Good monitoring by teachers of pupils' learning means they have full access to the curriculum. Teachers make good use of questioning to involve these pupils in daily learning and there are high expectations of good behaviour as well as work.
29. A consistent feature of the good teaching throughout the school is the quality of the classroom organisation and management. Teachers employ a number of ways to ensure that their pupils are motivated, involved and productive learners. They use a variety of groupings for particular tasks and subjects and this mix of pupils means that all the groups represented in the school's community are actively involved. The teachers also encourage individual development through the allocation of responsibilities both within the day to day running of the classroom as well as specific subject activities. In a Year 3 geography lesson, individual pupils within the groups were allocated specific jobs such as timekeeper, recorder, leader and reporter. These tasks were changed over time and this enabled all pupils to take a leading role and encouraged pupils with special educational needs to report their findings to the rest of the class. In all these activities, the teacher assistants play a key role in supporting the work both of particular individual pupils and of small groups.
30. As a result of the quality of teaching, the majority of pupils make good progress overall. Pupils have very good attitudes to learning which develops in response to the consistently good teaching and they demonstrate an independence of mind and a willingness to use their initiative in lessons. They work hard and sustain concentration for long periods of time because of the interest generated by their teachers.

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

31. The school provides a good, broad and balanced curriculum, which is relevant to the ages, needs and aptitudes of the pupils. The schools' guidance for teachers' planning includes all the subjects of the National Curriculum and religious education which is taught in accordance with the locally Agreed Syllabus. The curriculum meets all statutory requirements and includes appropriate arrangements in planning for education about the misuse of drugs.
32. The provision for sex education has been agreed with the Middle School although the school's science curriculum does include appropriate references to the nurture and growth of living things.
33. A Race Equality Policy has been drafted in preparation for consideration by the Governing Body of the school. All the staff are aware of its contents and the head teacher and the teacher with responsibility for pupils with first languages other than English will be undertaking the monitoring of its impact upon the life of the school.
34. A range of visits, visitors and extra-curricula activities, which enhance the pupils' learning, supports the curriculum. Pupils visit the Clay Lane Environmental Centre, the Heritage Centre and places further a field. They make good use of the local environment, with visits to the local churches, museums and activity centres enhancing learning. The Saxon Day is one of the highlights of the school year. The school provides opportunities for pupils to take part in choir, recorder and football clubs and there are visiting music teachers who provide tuition for the violin. Year 3 pupils are also involved in an end of year production for parents. The Home Activities system that provides a sensible approach to the provision of homework activities across the school week is well used and supported by the parents. It generally links closely with the curriculum experiences of the pupils during the course of a week.
35. The school has given particular emphasis to the development of the reading and writing skills of its pupils as well as their mathematical abilities. These arrangements have been particularly effective in raising standards in these subjects.
36. However, the curriculum for the Foundation subjects of history, geography, art, design technology, physical education and music has not been neglected and pupils have access to a broad range of learning opportunities. There is good coverage of these subjects and the school plans units of work to ensure that national statutory requirements are met. There are also good opportunities in history and geography particularly to develop the skills learnt by pupils in their literacy and numeracy lessons. The school recognises the need to monitor the standards achieved in these subjects more closely and share the outcomes with all the staff.
37. Overall, provision for pupils with special educational needs is good and it is a strength of the school. The provision for pupils with statements of specific need is very good and enables them to make very good progress. The good quality of teaching combined with the very effective use of teacher assistants ensures that pupils with special educational needs make good progress within their lessons. Teachers plan well to organise appropriate tasks for pupils with special educational needs. They give as much support as they can, to individuals, asking questions well, so that pupils can join in. Small groups are well supported by knowledgeable and effective teacher assistants, who liaise very well with teachers and note valuable information to aid them in future planning. This is a strong feature of the teaching in the school. The work is well planned and focused on pupils' special needs, tasks are challenging at an appropriate level and

there are high expectations for good behaviour as well as work. All the additional literacy and numeracy support activities are implemented as is the progress in phonics programme

38. This is an educationally inclusive school in which the teaching and learning, achievements, attitudes and well being of every pupil matters. All pupils have equal access to the quality and range of the curriculum and the majority of pupils make good progress, irrespective of their age, gender, ethnicity, attainment and background. The organisation of classrooms and the teaching strategies used encourage the full participation of all groups within the school. The attitudes and expectations of all the adults in the school have been very influential in encouraging this positive atmosphere, which is responded to so well by the pupils.
39. The school has good links with the on – site middle school and there is a planned programme of visits and exchanges of information and records to ensure a smooth transfer at the end of Year 3. A range of students from the local High School and the Higher Education College are involved in the life of the school, either on work experience placements or Nursery Nurse and Child care courses.
40. The provision for pupils’ spiritual development is very good and, along with the pupils’ moral, cultural and social development is a strength of the school. Spiritual development is promoted through assemblies, religious education and in other subjects as the occasion arises. It is a part of the daily life and ethos of the school and is evident in the way adults and pupils relate and communicate with one another, in and outside of lessons. Pupils sing with enthusiasm and joy in assemblies and there is a strong sense of a community in their enjoyment of being together. Pupils also develop an understanding and respect for the beliefs of others as they study Christianity and other world religions.
41. The provision for pupils’ moral development is very good. The school’s ‘Golden Rules’ are clearly understood and followed by the pupils and the effective use of assemblies and the personal and social teaching in the classrooms has a very positive impact upon pupils’ attitudes to one another. Assemblies provide opportunities for pupils to reflect upon their behaviour and to consider how that might be improved. In personal and social education, pupils are encouraged to consider issues of right and wrong and they are able to offer sensible and considered advice about them. Pupils use words like kindness, togetherness, love and special to describe the importance of friendship to them. All the adults in the school provide good role models of cooperation, kindness and care, and moral issues are discussed as they arise. The school makes very good use of praise and encouragement to promote the pupils’ understanding of right and wrong.
42. The provision for pupils’ social development is very good. From their earliest days in school, pupils are encouraged to be kind, to share and take turns and to respect each other’s possessions and views. Throughout the school, pupils co-operate very well together in lessons, at break times and lunchtimes. Pupils respect each other’s views in discussion and they collaborate very well in any form of group activity. In Year 2, pupils worked well together to explore environmental issues through drama and in a Year 3 geography lesson, pupils took on a range of tasks within their groups so that information could be found, recorded and related to the rest of the class. Pupils willingly take responsibilities within their own classrooms and around the school. Other experiences such as involvement in performances, listening to the experiences of visitors, and visits in the local area and further a field all help to extend pupils’ social development.
43. The provision for pupils’ cultural development is very good. Pupils experience a range of texts from literature, which includes the work of well-known writers and poets. In art and design

they see the work of well-known artists and craftspeople. They listen to music from a range of cultures as well as singing and playing themselves. In history they learn about past times and in geography, they begin to learn about their own area and a contrasting one overseas. In religious education, pupils learn about a range of world faiths and come to know more about what it means to be a believer. The visits to places of interest and visitors to the school enrich the pupils' understanding of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Parents recognise that the school takes very good care of all its pupils. Some of the arrangements have improved since the previous inspection and none have deteriorated.
45. The school fosters very good relationships throughout the community. This ensures that pupils feel safe and secure and always have someone to turn to for help and support. Parents and pupils say that all staff know the pupils, including the youngest, very well and are instantly prepared to attend to individual needs as they emerge. They provide comfort to troubled or worried children and very good help and consolation to any who are sick or injured. The welfare room is a delightful facility, hosting a 'Goldilocks' type bed and a wealth of soft toys to charm the recuperating and distract the ailing. The condition of the building is very good and it is kept very clean. This, coupled with routine checks and inspections, successfully reduces the risk to the health and safety of pupils and staff. The school is alert to child protection issues and procedures and carefully ensures that staff are confident in their approach. Support staff make very significant contributions to pupils' welfare and their learning. They ensure that all children are well supervised at lunchtimes, are ably helped in the classrooms and that information flows speedily and efficiently between office, classrooms and homes.
46. Attendance at the school is good because the pupils enjoy school so much and because the school has good procedures for promoting the importance of regular attendance. Teachers are vigilant about recording absence and requesting absence notes on the pupils' return. Welfare assistants carefully monitor the registers and conscientiously send out letters to parents reminding them of correct procedures.
47. Staff have high expectations of the pupils' behaviour. They expect pupils to take responsibility for themselves and encourage pupils to recognise when these high standards are not maintained. One look or raised eyebrow is often enough to divert a possible deterioration. The dignity of all pupils as they enter classrooms or the hall for assembly is a direct result of pupils' understanding of correct composure. Their very good behaviour in the playground demonstrates the care which staff take to teach and re-enforce this. Almost all staff constantly and deliberately praise good behaviour and reward pupils who experience difficulty but who try very hard to conform. The school rewards good behaviour with the choice of activities for a session on a Friday but also very carefully uses the loss of this time as a sanction. It has never used permanent exclusion in recent years. Parents and pupils recognise that the school promotes an environment where the very rare incidence of bullying or any form of harassment is handled quickly and sensitively.
48. The school has suitable arrangements for assessing how pupils are getting on with their studies and makes satisfactory use of assessment results to inform future activities. Arrangements are particularly good in Year 2 where teachers plan work very carefully together and amend these regularly in the light of their assessments. In English and mathematics, teachers are carefully measuring and recording pupils' work against the descriptions in the National Curriculum. Practice is not quite as good in science. The school has not yet introduced a whole school approach to assessment supported by the use of information communication technology. These limitations restrict the school's opportunity to use assessment information about individuals and groups of pupils to track, compare, predict and to motivate at individual subject level and at whole school level. Teachers' day to day assessment is good. On a few occasions it was observed that class work was not always marked consistently, but teachers make good use of questioning within lessons to assess individuals' progress.

49. The school helps pupils learn well by providing good support for their academic and personal development. Staff know their pupils very well and carefully encourage them to try harder in areas of weakness. They share group targets for improvement with the pupils in English and mathematics and review these targets termly. Target setting is not so formal or deliberate in the other subjects. The school has a good informal understanding of pupils' personal development but has not yet formalised this into a detailed recording system. Annual reports contain good descriptions of pupils' attitudes and efforts and these help teachers track and share with pupils and parents particular aspects of a pupil's personal development.
50. Individual educational plans are well used to target special needs pupils. Teachers remind pupils of their targets, frequently, and how they can work towards them. The assessment of pupils with special educational needs is good because careful records are kept of pupils' attainment and progress and appropriate steps are taken to reach targets. Valuable assessments are made after each withdrawal session by the part time teacher of special needs pupils; teachers keep effective notes on what pupils achieve, and teaching assistants evaluate learning after each lesson. They pass this information to teachers who then file it for use in future planning. In this way, teachers know their pupils very well and are in a good position to support their personal development effectively.
51. Higher attaining pupils are identified and the headteacher meets with the year group teaching teams termly to discuss and plan the support, attainment and progress of these pupils. However, particularly gifted and talented pupils are not identified separately as are special needs pupils or pupils with first languages other than English. This means that specific, challenging targets are not clearly set for those pupils capable of reaching the highest levels of attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents recognise that this is a very good school. They comment that their children are making good progress because of good teaching and hard work in a school which they like. They say that the school is helping their children mature, that behaviour is good and praise in particular the support given to all their children. As parents, they feel comfortable approaching the school with any problems or queries. They recognise that the school is very well led. The inspection team endorses these parental views.
53. The school welcomes and embraces its parents. The presentation of the school is pleasing and the stimulating displays give tremendous insight into the range of activities which occupy and delight the pupils. Staff commit significant time and energy to communicating with parents. All teachers accompany their class into the playground at the end of the day, seeking to engage parents in discussion. The views of parents are actively sought such as through the simple questionnaire about future school improvement contained in a newsletter.
54. The school provides a very good range of general information to parents. The prospectus and monthly newsletter are carefully produced and give vibrant information about life at the school. The school organises much appreciated curriculum evenings each autumn which are very well attended. Many parents sit in on activities representing the whole range of subjects at the school and the staff thoroughly enjoy teaching these parents.
55. The school gives good information to parents about individual children, an improvement since the previous inspection. It openly encourages parents to arrange individual interviews in addition to the termly formal consultation evenings with parents. These evenings are very well attended and ensure parents have regular discussions with teachers.

56. Annual reports give detailed descriptions in the core subjects of English, mathematics and science about what pupils are good at and usually indicate where pupils experience difficulties. Most, but not all, give good suggestions for securing improvement in these subjects. Descriptions in the other subjects are not as clear, reporting mainly what the class has studied. The reports also give good overall general pictures of each pupil and illustrate the clear understanding that the school has of children as individuals. The school gives Year 2 parents the results of national tests. It does not report progress or anticipated progress against national descriptions in any other years or in subjects other than English, maths and science. Inspectors appreciate the concerns of some parents who comment that they are unsure of how their children are performing according to their age.
57. Parents of pupils with special educational needs are well informed at every stage and are aware of their child's inclusion on the register. Regular meetings are held, which are very well attended, to review targets and set new ones where necessary. Parents are very supportive of this area of the school's work.
58. At the end of the reception year those pupils with first languages other than English (EAL) are assessed so that further support can be provided in Key Stage 1 where appropriate. The school was successful in acquiring a government grant for a project called "Keeping up with the Children". This involves the parents of children with English as an additional language (EAL) and is aimed at helping them develop their children's basic skills in English and mathematics. This was successfully undertaken and led by the teacher for EAL pupils. Parents responded well, attending the sessions and contributing significantly to their children's progress with basic language and mathematical skills. Following these sessions several parents felt confident enough to volunteer to work in the school supporting other pupils.
59. Many parents help in school. It is quite usual to see a parent working with individuals and groups listening to reading or helping with craft work. The school rightly values this help and recognises the important part parents play in the life of the school. The Parents' Association is extremely active and raises large sums to support the work of the school. Recent acquisitions include climbing frames and wooden mazes in both playgrounds which entertain and stimulate the children. Parent governors are very active in the school and offer very good support.
60. Inspectors do not feel that concerns expressed by a few parents about homework are justified. The school makes good use of homework and encourages parents to hear their children read at home through the regular use of home reading books. The school has a very successful home activities system where children are given a week to research a particular task which is related to their topic. Excellent examples were observed during the week such as the life-cycle of a butterfly project in Year 2. Parents and pupils had obviously worked very hard at home to research and create little booklets, posters, models and many other varied illustrations. The school has a deliberate policy of not marking these activities but now realises that parents and pupils would like some form of recognition for outstanding contributions. Some parents criticised the range of extra curricular activities available to the children. The inspection team considers that the school provides a satisfactory range. Inspectors recognise the valuable part which this home activities strategy plays as an additional activity extending pupils' learning and giving parents ample opportunity to involve themselves in their child's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership provided by the headteacher is very good. She has a clear vision for the school and has been a major influence in the improvement since the last inspection. The headteacher has high expectations of her self and the staff and pupils and leads through personal example. She values the staff highly and ensures that appropriate training and support are provided to

develop their skills. This has been especially effective in maintaining and improving the teaching and learning since the last inspection despite staff changes and shortages. The school currently has four newly qualified teachers and an overseas teacher on the staff and all are supported appropriately. These teachers contributed well to the good and very good teaching observed during the inspection.

62. The deputy headteacher is a very good practitioner and provides a good example to other teachers both in the classroom and across the school in her observing and supporting of colleagues. The partnership between the head and the deputy contributes significantly to the school's effectiveness.
63. The senior management's commitment to the inclusion of all pupils from different backgrounds and of differing abilities in the academic and social life of the school is a significant contribution to the attainment and progress of pupils with special educational needs and of those with language backgrounds other than English.
64. The headteacher has prepared a school improvement plan that establishes priorities and sets out some of the action required to implement them. There are shortcomings with the plan itself as it does not establish clear success criteria for the senior staff, subject co-ordinators and governors to easily monitor its implementation. In many ways the plan does not fairly represent the work that is being undertaken successfully to raise standards in the school. Two good examples emerge from last year's work in the school that highlight this. The reading attainment of pupils throughout the school was analysed and action was identified to raise attainment. This year's test results show significant, measurable improvements in reading test scores. The school also identified pupils whose first language is not English for additional support after their reception year. These pupils are making good progress following the work planned for them by the specialist teacher the school employs directly from their government grant. Both these developments emerge from careful analysis of problems and identifying solutions with measurable outcomes very little of which is represented effectively in the school improvement plan. In other subjects there is some inconsistency in the planned monitoring by subject co-ordinators against clear criteria for success.
65. Many of the subject co-ordinators have been appointed this year and are relatively inexperienced. These changes have been made necessary through various major staffing changes. Despite these constraints there has been clear improvement in the work of co-ordinators since the last inspection. There are clear job descriptions for the co-ordinators and they are required to: contribute to the school improvement plan; identify subject priorities; monitor resources for the subject; participate in class room observations if their subject is a priority for this. This year, literacy, numeracy, history and art co-ordinators have partnered the head teacher in these observations. Information from these activities has been fed back to all teachers through staff meetings.
66. The experienced co-ordinators manage their subject areas well and the improvements in the standards of attainment in the school are in part due to their success. This good practice is not yet consistent across all subjects.
67. The special educational needs co-ordinator was appointed to the position at the beginning of this school year. She has already developed good procedures to ensure that pupils get the support to which they are entitled. She offers advice to staff when necessary, keeps paperwork up-to-date and co-ordinates and assesses the individual education plans prepared by class teachers feeding back to colleagues on the quality and effectiveness of these plans. The recent

investment in new computer software for writing individual education plans has greatly streamlined the process.

68. All test scores are analysed, pupils' special educational needs are recognised early and monitored effectively, so that their needs can be met appropriately. The headteacher releases the co-ordinator from class teaching duties for one day per week and this greatly enhances the effectiveness of her work. Resources are good and the link governor is very interested and supportive. The teaching assistants are also a very effective support for this area of the school's work.
69. The teacher with responsibility for pupils with first languages other than English provides very good support for colleagues and pupils. She is employed by the school using the government grant for improving the achievement of ethnic minority pupils (EMAG). The teacher monitors the progress of pupils effectively, maintains good records and informs the senior management appropriately. This work contributes significantly to the progress and attainment of these pupils.
70. The governing body provides strong support for the school. Governors undertake their statutory responsibilities well and have produced the relevant policies required. These are reviewed and updated appropriately. The chair of governors visits the headteacher and school regularly and works in partnership with the head and the governing body in the school improvement process. The governing body has established the statutory committees and has more recently developed other committees with delegated powers that make decisions on behalf of the governors on financial, personnel, property and curriculum matters. There is a process of change in the governing body with new governors recently joining the team. This has led to governors becoming more involved with the monitoring of aspects of the school improvement plan. This needs to be more rigorously undertaken to clear success criteria in order to more effectively hold the headteacher and colleagues to account for the standards the school achieves and the quality of education provided.
71. The financial administration and budgetary controls are good. The governing body's finance committee works in partnership with the headteacher to ensure that funding is appropriately directed to priority areas. The governors have taken on the concept of 'best value' and have endeavoured, where possible, to seek quotations from various providers when planning spending. There has been good use made of specific grants to raise standards. The National Grid for Learning (NGFL) funds have been used to develop the computer suite and national grant aid for teacher training in information and communication technology now means that teaching and learning have improved since the last inspection. The school uses the government grant for improving the achievement of pupils from ethnic minority backgrounds to good effect.
72. The school's administrative staff provide good service and support. The day-to-day administration of the finances is very good and the monitoring of the spending means that the headteacher is able to keep governors informed on the progress of the budget. The staff in the office are very efficient and ensure a friendly and helpful welcome to the school. The school is clean and the site efficiently managed by the site manager and cleaning staff.
73. The accommodation and resources in the school are good, well looked after and are well used by staff to support the learning of the pupils.
74. The indoor accommodation for the nursery children is satisfactory. It is used extremely well, with attractive and stimulating areas and displays. The outdoor area has the appropriate hard surface, and a grassed area with fixed climbing equipment. There is a shortage of good outdoor equipment built for the purpose.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. There are no major key issues. However, there are some improvements required which will help the school to maintain and enhance the progress since the last inspection
1. The school should plan to provide parents with clearer reports that show how their children are achieving in respect to national expectations in all subjects and not just English and mathematics and at the end of Key Stage 1. (Paragraph 56)
 2. Teachers' judgements in science about what children need to do to improve should be linked more closely to the National Curriculum level descriptors and made clear through the marking of work. (Paragraphs 115, 117)
 3. Pupils who are gifted or have special talents should be identified earlier and supported and challenged more consistently. (Paragraphs 10, 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

69

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
Number	2	16	31	16	0	0	0
Percentage	3	25	47	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	25	359
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y3
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	22

English as an additional language

	No of pupils
Number of pupils with English as an additional language	161

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	51	39	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	50	48
	Girls	33	38	36
	Total	76	88	84
Percentage of pupils at NC level 2 or above	School	84 (91)	98 (96)	93 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	50	49	51
	Girls	38	36	39
	Total	88	85	90
Percentage of pupils at NC level 2 or above	School	98 (89)	94 (92)	100 (99)
	National	85 (84)	89 (88)	91 (90)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	9
Indian	67
Pakistani	8
Bangladeshi	0
Chinese	6
White	133
Any other minority ethnic group	40

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	25.3:1
Average class size	29.9

Education support staff: YR – Y3

Total number of education support staff	23
Total aggregate hours worked per week	114

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25:1
Total number of education support staff	1.0
Total aggregate hours worked per week	19
Number of pupils per FTE adult	12.5:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2001-2002
	£
Total income	911472
Total expenditure	933499
Expenditure per pupil	2608
Balance brought forward from previous year	85458
Balance carried forward to next year	63431

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

384

Number of questionnaires returned

107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	4	0	0
My child is making good progress in school.	40	49	8	1	2
Behaviour in the school is good.	37	57	4	1	1
My child gets the right amount of work to do at home.	26	45	13	11	6
The teaching is good.	50	41	8	0	2
I am kept well informed about how my child is getting on.	32	41	17	7	3
I would feel comfortable about approaching the school with questions or a problem.	50	39	5	3	4
The school expects my child to work hard and achieve his or her best.	38	46	7	2	7
The school works closely with parents.	30	48	14	5	3
The school is well led and managed.	49	40	6	2	4
The school is helping my child become mature and responsible.	39	53	3	1	4
The school provides an interesting range of activities outside lessons.	18	39	15	14	14

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

76. Standards by the end of the foundation stage match those expected nationally. In some aspects these goals are exceeded, for example in the children's personal and social development and in speaking and listening and work with number.
77. Pupils are accepted into the nursery class when they are three and into the reception class when they are four. They may start in September or January depending on age. There are three reception classes and two nursery classes. There is a wide range of abilities of pupils on entry to the nursery and there are various languages spoken as first languages. Taking these factors into account the inspection team judge the attainment of the pupils on entry to the nursery to be slightly below average.
78. Teaching throughout the foundation stage is good. It has both very good and exceptional features. Exceptional teaching was seen in the nursery class when children were learning out of doors. There were no unsatisfactory lessons. The teachers' planning is very good. Good links are made between different areas of the learning and pupils gain confidence rapidly whilst making choices and sharing ideas. The children's progress is well monitored. The criteria used by teachers and their assistants match the 'stepping stones' used nationally to monitor achievement.
79. During their time in the foundation stage, children make satisfactory progress. It is often good. It is very good in the area of personal and social development. Excellent achievement was observed in this area in the nursery classes because children and adults work very well together. Teachers have planned a range of exciting activities. By the time they reach the end of the reception year most children have exceeded early learning goals set for personal and social development. They already speak and listen well and most have already attained the goals set nationally. In all other aspects and areas of learning most children attain or will have attained the required goals by the end of the reception year.
80. Children move smoothly from local play-groups to the nursery classes because most of them live locally and there is a very good relationship between the school and these groups. Before and after school there are cheerful and useful exchanges between adults and children who therefore are happier and more secure.

Personal, social and emotional development

81. By the end of the reception year, pupils have exceeded the nationally expected learning goals in personal and social education. Throughout the foundation stage, adults set a good and often a very good example when they communicate and share ideas and humour with the children. As a result the pupils show genuine concern for others. They celebrate the success of others by smiling and clapping. They take turns, push the lunch box trolleys carefully, tidy up, welcome all visitors to their school and say please and thank you.

Communication, language and literacy

82. Standards of attainment in communication language and literacy match nationally expected goals. The children exceed some of these goals when speaking and listening because teachers so obviously communicate the fun side of books and challenge the children to listen well and to respond thoughtfully. Children's contributions are welcomed, celebrated and valued by the adults. The children make letter sounds and sound out words. They are beginning to use dictionaries with teacher support and many have sufficient confidence and self-esteem to show

to the whole class how they had used dictionaries to match pictures and words. However they do not use picture dictionaries routinely. They cheerfully answered questions and gave examples of words that began with a specific letter. They benefited well because the teacher wrote their words on the white board to show what they have achieved collectively.

Mathematical development

83. Pupils' progress in mathematical development is satisfactory overall and they are attaining the early learning goals. They can count up to ten and make good progress with number in the nursery because they use the skills they have learned when playing exciting games. In the reception class the children were keen to talk about the bar chart they had made to show which café they like the best. Even in the nursery class they recognize and write numbers by keeping scores, with assistance, when taking turns in the bean-bag game. The teacher was also effectively making suggestions about what should be done next to improve.

Knowledge and understanding of the world

84. The wide range of exciting activities enables children to attain the required goals set for knowledge and understanding of the world. The children have lots of opportunities to use what they have learned in one area of learning in other areas so confidence and independence develop well. They observe carefully how well seedlings grow and make predictions about the type of material most likely to keep Teddy dry in the rain. They made thoughtful predictions because the teacher carefully worked with them and had high expectations. Pupils had clearly been so impressed when the RAF helicopter had landed on the field that some, all girls, appeared to have the capacity to draw helicopters in almost infinite variety. Pupils in reception used computers very well to design pictures of food on their menu cards. They are also able to give instructions to draw a line on a map when attempting to navigate the picture of a boat around the continents shown on a map on the screen.

Physical development

85. By the end of the reception year, children reach the expected goals in the area of physical development. They have good opportunities to climb safely and to move to music. The teachers and their assistants made sure that tools such as trowels and paintbrushes are used carefully. Many of the things they make are used, for example, the menu sheets for the café. They can see that careful weeding produces better plant products so they are aware of useful knowledge. They cut paper carefully; although not often enough along lines they have drawn by themselves. In the nursery year the children walked safely on plant pot stilts.
86. The outdoor play area is satisfactory. It is exceptionally well used. The children are safe. They have good opportunities to climb. They are very well supported by all of the adults and a fantastic range of resources is moved into the playground each day to enable all six areas of learning to be covered. Storage is limited. There are too few big toys. The playground markings to support word and number work are unsatisfactory. Opportunities for imaginative journeys are limited by the layout of the external areas around the school. Too much time and energy is involved in the movement of resources inside and out, not only on a daily basis but also in between rain showers.

Creative development

87. Pupils have achieved the expected goals in the area of creative development. They make attractive models, for example, of butterflies. They use space well when moving and match the tempo of the changing background music. They make attractive three-dimensional models of foods from different cultures for use in their café. Even with an overcast sky, children were able to dress up. The climbing frame became a castle and the playground a ball room. Drums and shakers and 'binoculars' with coloured filters were made to use in science and music activities. The children in reception are able to play simple tunes by making long and short and

loud and soft tones with musical instruments. However, the range of songs and dramatic activities appears to be too narrow to enable the early learning goals to be exceeded before the end of the reception year.

88. Progress since the last inspection has been good. The teaching has improved. The planning is much better and the links between the school and the parents are now very good.

ENGLISH

89. When pupils enter Year 1, standards in speaking and listening are above average. In reading and writing standards are average. In 2001, the national test results for Year 2 pupils shows reading to be above the national averages and writing well above. There is no significant difference between the attainment of boys and girls. The 2002 national test results for Year 2 pupils shows that the well above average standards in writing have been maintained and that standards in reading have improved. The school has focused its efforts to improve reading with the introduction of reading sessions, as recommended by the National Literacy Strategy. This has been beneficial to the raising of standards. Test results show a dip in 1999, with a continual rise since then. The four years taken together show a trend at a higher rate than the national trend and the school did very well to achieve this clear improvement. By the time pupils are at the end of Year 2, standards in speaking are above average and are well above in listening. This is due to the hard work of the school in developing pupils' listening skills, which is having a positive impact on the raising of standards in all areas of the English curriculum and in the curriculum generally. Standards in Year 2 have improved significantly since the last inspection.
90. At the end of Year 3, standards are above average in speaking, reading and writing. Standards are well above average in listening. There is no significant difference between standards attained by boys and girls. Pupils with special educational needs and those for whom English is a second language attain standards in line with their prior attainment, some exceed these levels. More able pupils do well and attain higher levels in national tests. There is no identification of pupils with particular talents in English who might attain even higher levels.
91. At the time of the last inspection standards in English were judged to be average. Standards are now above average; therefore, good improvement has been made since that time.
92. During the inspection pupils' work shows that they are making good and in many cases, very good progress. Pupils are confident listeners, speakers, readers and writers and work at a consistently good rate. They behave well and show very positive attitudes to learning. They enjoy doing the work planned for them, which is usually linked well to other curriculum areas. For example, reading and writing of facts about mini-beasts and the study of mini-beasts in science. Pupils see a real purpose to their work and are mostly highly motivated to produce their best efforts. They are taught to write neatly and present their work in interesting ways and completed work shows clear titles, labels, captions and often detailed drawings. Work is displayed to a very high standard and teachers take considerable trouble and care to ensure that a wide range of work is displayed with clear captions and questions to extend learning further. Pupils know that their work will be valued and put a great deal of effort into presenting it very effectively. At the time of the last inspection standards in presentation and neatness were unsatisfactory. Standards are now above average, showing that the school has made very good progress in this area.
93. Pupils' very good listening skills are noticeable at the start of lessons. They are enthusiastic, keen, attentive, and usually all eyes are on the teacher. This results in no wastage of time and is one of the reasons why the rate of progress that pupils make is good. Teachers work hard to

make sure that pupils respond in this way. The focused 'listening skills' classes for identified pupils, the high expectation set by all staff, including teacher assistants, and the whole school ethos of valuing and listening to each other, has contributed to the very high standards achieved. Pupils enjoy working in groups and as well as making their own contributions, they listen to their friends' views and ideas. This was a feature of many lessons seen and resulted in good examples of co-operative learning. In assemblies, pupils listen carefully to stories and in discussion about the school's Golden Rules, successfully use 'thumbs up/down' to signal that they listen with understanding. The development of listening skills is a key strength of the school.

94. Pupils of all abilities are able to speak clearly and most do so with confidence. In a Year 1 lesson, pupils are able to speak about emotions and relationships in a trusting and secure environment. Drama is included as part of the English curriculum offered to pupils, ensuring that the National Curriculum requirement for speaking and listening is fully covered. In lessons, pupils explain the tasks they are involved in, what they are doing and what they need to do next. At the start of lessons pupils are given the opportunity to contribute their ideas and share their knowledge and understanding. When teachers pose specific questions to pupils of different levels of ability and ask the 'why' questions, pupils respond very well, and when pupils are given opportunities for quick partner-work to share ideas and come up with answers, they are able to speak clearly, fluently and confidently, focusing on the main point and including relevant detail. However, this did not happen in all lessons, resulting in some missed opportunities to allow more pupils to speak about what they know and understand and share their ideas and opinions.
95. Progress pupils make in reading is good in Year 1 and Year 3 and very good in Year 2. Over the last year the school has identified the teaching and learning of reading as a top priority and have successfully improved standards throughout. Guided reading sessions and the teaching of phonics (sounding out letters and breaking down words), are planned and delivered according to the National Literacy Strategy guidelines and Extra Literacy Support (ELS), another government initiative, has been introduced successfully for slower starters in Year 1.
96. Pupils with SEN, pupils for whom English is a second language, and more able readers, are all well supported at their level. In Year 1 pupils learn words that are used often and this sight vocabulary enables them to read with confidence and without constant hesitation. They learn to use initial sounds and to blend sounds together to work out new words. By the end of this year most pupils have these skills at their fingertips and this sound footing enables them to continue to make good progress. During Year 2 and Year 3, reading sessions focus on a wider experience of books, poetry, fiction/non-fiction and a range of different authors. A high level of teacher and adult support is given in reading, particularly at Year 2, and pupils benefit from this small group work. By the end of Key Stage 1 nearly half of the pupils are achieving at above average levels.
97. In Year 3, a good rate of progress continues and many pupils show good comprehension skills. They are able to distinguish between fact and opinion by looking at the purpose of the text and the reliability of information. They have regular practise in extracting information from text. For example, a pupil summarised a paragraph succinctly and clearly, *Belinda warned Harry not to go up in the pipe.*
98. The school has two libraries which give opportunities for pupils to read from a wide range of books. The one situated in the upstairs area, closer to the older pupils, has been recently reviewed and updated by the Harrow Library Service. Pupils take books home regularly to read and share with parents. The school has good resources to teach reading, but large books and

duplicate copies of larger text, which would have enabled pupils to follow the teacher's reading more easily, are in short supply.

99. Standards in writing by the age of 7 are well above average and at the end of Year 3, when pupils have reached the age of 8, they are above average. Pupils make good progress in Year 1 and Year 3, and in Year 2 make very good progress. Pupils see themselves as writers and write with enthusiasm and confidence. They are able to write notes, captions, label diagrams, create titles and sub-headings, write poems, stories, letters, and write about information and facts that they have researched. They use computers to edit and improve their work, producing high standards of best copies with some engaging illustrations transposed from an ICT art programme. In writers' workshops they produce a large number of individual books, where they use book language in their own writing. For example, title, author, blurb and contents page. This variety of writing for a real purpose helps pupils to become skilful writers. They understand that their writing is often for an outside audience and use language to excite and draw the reader into their work. For example, a Year 2 pupil starts her story; *Tom was asleep as the morning horizon peeped through the window. Tom awoke and looked out of the window. Tom stretched and yorned (yawned) he looked at his calendar.* A Year 3 pupil records in his list of reasons not to cut down the rain forest, *destroying habitats, tigers becoming extint (extinct), no prey for me to eat so I will die!*
100. Pupils are taught spelling and handwriting systematically and make good progress. Spelling is taught through the Literacy Hour structure to ensure that the skills of using sounds to spell and work out words is linked to the teaching of reading. Pupils' growing sight vocabularies and their ability to break down words into sounds enables them to write fluently and when stuck on a word they are willing to help each other out! The standard of handwriting has improved since the last inspection and by the end of Year 2 about 25% of pupils join their letters. However, there is still some variation between classes. Expectations are not always high enough in terms of the handwriting accepted from pupils, and the handwriting demonstrated by teachers.
101. The teaching observed during the inspection, was good overall. There was a range of satisfactory, good and very good. No unsatisfactory lessons were seen. Teaching was strongest in Year 2 where the majority of lessons were very good and none were less than good. In all lessons pupils are fully included and this is a strength of the school. It results in pupils being enthusiastic and willing to persevere in keeping a good pace of work going throughout the lesson. Relationships are very good and teachers' explanations and questions are clear. Pupils respond by listening well. They volunteer answers, and work independently when required to do so, without any fuss or wastage of time. When teaching is very good the teachers have used accurate assessment of pupils' work to set targets that are shared with the pupils. For example, in a Year 2 writers' workshop, the teacher wrote questions out for a boy to improve his writing. She asked *why the spider was selfish, and what did the other mini-beasts think of him.* The pupil made immediate improvements to his piece of writing, showing why the spider was sad and miserable. Pupils in these lessons make very good progress.
102. Where teaching is less secure, there are some weaknesses. In these lessons teachers' knowledge of the National Literacy Strategy is not convincing. This prevents challenging work being set for pupils. Planning is insufficiently detailed and pupils' work, generally, is not marked effectively. All lessons could be further improved by teachers assessing pupils' understanding more fully at the end of lessons. These assessments would better inform the next stages of planning.
103. A senior member of staff stepped into the role of English co-ordinator during the co-ordinator's maternity leave and a high level of continuity has been achieved as a result. The co-ordinator

has now returned to work and currently both co-ordinators are working closely together to ensure a smooth transition from one to the other. Analysis of the 2001 national test data identified reading as an area for improvement. The monitoring of lessons now takes place regularly. This is an improvement since the last inspection. As a result of this monitoring and evaluation of teaching and learning a new approach to reading sessions has been introduced and further staff training in the teaching of reading has taken place. These measures have been very successful in raising standards. Provision for English between the ages of 5 and 7, and in Year 3, when pupils reach the age of 8, is very good.

MATHEMATICS

104. In summer 2001, pupils aged 7 were reaching standards in mathematics above that expected nationally and at a level that is typical of similar schools. The number of pupils reaching higher levels in the tests was well above that found nationally. Pupils aged 5 have knowledge and skills in mathematics which is broadly average and over the next two years they make good progress. This is true of all pupils including those who speak English as a second language, those with special needs and the more able.
105. The work seen during the inspection and outcomes of recent tests show that pupils are continuing to reach standards above, and in many cases, well above those found nationally. Typically they can count quickly and easily in multiples of 2p, 5p and 10p. They can calculate when one and a half hours later than a given time will be and they can solve simple problems involving multiplication and division. They use the computer to construct graphs about the traffic flow on a neighbouring road. A particular strength is pupils' ability to investigate mathematical situations and solve problems.
106. By the time pupils are 8, and in their last year at the school, they continue to reach standards above those found nationally, building effectively on the work in the previous years. They have a good knowledge of times tables, understand about simple fractions and can identify angles that are greater or smaller than right angles. They continue to show a high degree of skill and confidence in tackling problems. In one lesson pupils showed that they understood the need to read problems carefully, selecting the most important information and rejecting unnecessary facts. They then drew on a wide range of calculation skills to find the answers to problems with several steps to them, recording their work clearly in a variety of ways and talking confidently about what they had done.
107. The good progress that all pupils make in mathematics is accounted for by the quality of the teaching and the changes in approach introduced by the National Numeracy Strategy. Teaching is always at least satisfactory and often good or very good. Planning reflects the recommendations of the national strategy with lessons starting with an opportunity for pupils to sharpen their knowledge and skills, sometimes using number fans to display their answers so that the teacher can easily check that all pupils understand the work.
108. The main part of each lesson involves direct teaching and group work that is carefully matched to pupils' needs. Lessons are rounded off with an opportunity for the teacher to check the extent to which pupils have understood the new work and identifying any areas of difficulty which will need to be addressed in a future lesson. There is some small inconsistency in the way teachers record pupils' progress and set challenging targets for improvement.
109. Teachers use a wide range of approaches to ensure that all pupils make good progress in acquiring basic skills. Teachers manage pupils well in lessons and have high expectations of what they will achieve. Teaching assistants are very carefully deployed and play a valuable and

active part in supporting the learning of all pupils. Teachers question pupils very skilfully, using the correct mathematical vocabulary and encourage pupils to share ideas and give explanations of their thinking. They ensure that pupils' ideas are respected and are used to develop the range of approaches available to all pupils. Ways of recording work are carefully modelled in order to help pupils make connections between what is said and what is shown in writing. Materials and resources are carefully prepared and problem solving and investigational activities often relate to the current class topic which pupils find motivating. All of these strengths ensure that pupils make very good progress in the aspects of mathematics relating to using and applying mathematics, and good progress in all other areas.

110. Pupils' attitudes to mathematics are very good. It is clear from the lessons observed and from talking to pupils that they enjoy the subject and that they are eager to try out new ideas and new approaches. They concentrate well in lessons and persist even when the work is challenging for them. They reflect well on what they have achieved in a lesson and what has been easy or difficult. When asked to, they work well together, talking sensibly about their work and sharing resources carefully.
111. The subject is well led by an enthusiastic and well informed co-ordinator who has an appropriate understanding of the strengths and development areas for her subject. Her support and training for staff has had a clear impact on the continual rise in standards over the last four years. The co-ordinator analyses strengths and weaknesses in pupils' performance in tests, checks plans and work samples and sometimes observes teaching. The co-ordinator does not have full opportunities to develop a more detailed understanding of the progress made by all groups of pupils through the school and this limits her planning of areas of development in the subject. The school is well resourced for teaching mathematics and computers are used appropriately to support learning especially for the less able.
112. Since the last inspection standards have risen steadily. Particularly pleasing is the improvement made by more able pupils who now achieve above, and in 2001 well above, expected levels. This was an area that was unsatisfactory at the time of the last inspection. The quality of teaching and learning has also improved since the last inspection. Overall progress since the last inspection is very good.

SCIENCE

113. In 2001, teachers at the school judged that standards attained by pupils at the end of Year 2 were very high. The position in 2002 is similar. This indicates a very marked improvement on the previous inspection when standards in Years 2 were reported to be average. Evidence gathered during this inspection shows that standards reached by the present Year 2 pupils are well above average. These pupils are clearly well used to carrying out investigations and recording their findings through writing, drawing, charts and occasionally ICT. Work done earlier in the year shows that their knowledge and understanding of materials and their properties and of physical processes are well above average standard, just as is the current work on living things. The latter includes some quite beautifully written work on describing the development of butterflies. The previous inspection found that attainment in Year 3 also was average. Inspection evidence shows that it is now well above average. Pupils' knowledge, skills and understanding have continued to progress well from the end of Year 2. In particular, their reports of investigations are generally well written and often detailed. They show that pupils are developing a real grasp of such aspects as predicting the results of their investigations, using sensible reasons, applying methods that involve 'fair tests' and drawing conclusions. Teachers' high expectations come through clearly, for example in comments on pupils' work where, 'Why?' is sometimes asked in connection with a prediction. Some very good use is

made of ICT to present findings of investigations, for example on the growth of bean shoots. As in Year 2, pupils' writing skills are contributing significantly to the improved standards in science, as are their abilities to research information during lessons and for home activities.

114. The carefully planned science curriculum, good teaching, pupils' interest and enthusiasm and their very good listening skills result in pupils' good achievement. All groups of pupils are achieving well. Because they are provided with many opportunities to learn science from firsthand experience, boys and girls, pupils from minority ethnic backgrounds, those who have special educational needs or who speak English as an additional language all make good progress. At the last inspection pupils' progress was satisfactory, while the most able pupils sometimes did not make enough progress. This is no longer the case. Teachers have high expectations for all pupils, so that the most able pupils also are challenged to think and work as hard as they can. The results of this are clearly shown in their written work, for example where some pupils are starting to get to grips with explaining why they have predicted a particular result from their investigation.
115. Improvement since the previous inspection has been very good. Standards have risen significantly, the most able pupils make good progress, teaching is good overall and pupils record their investigations using a suitable range of means. Teachers make the purpose of lessons clear to the pupils and they ask plenty of questions to help pupils to think carefully about their work. However, records of pupils' attainment and progress still are not used sufficiently to check how the plans for teaching science might need to be adjusted.
116. Teaching is good, with some very good features, though a few aspects could be improved. Teachers' very good understanding of the National Curriculum and how to teach it effectively underpins the rise in standards. They choose a very good range of activities and resources so that all pupils have plenty to do during lessons. Some very relevant home activities enable pupils to carry on learning outside the school day. Pupils learn to use scientific terms confidently as teaching involves much questioning to check understanding. Lessons are carried out in a purposeful and friendly manner, with little time lost from learning. When working in groups, pupils know what to do due to clear explanations at the start of the lesson and the readiness of the resources for them. Among the aspects of teaching that could be strengthened are the occasional acceptance of some off-task conversation among pupils, and expectations of the accuracy of observations made by pupils that are not always high enough.
117. The co-ordinator for science has taken on this role since the previous inspection. She is assiduous in developing her expertise through attending relevant courses, and passes on the benefits of this to her colleagues. Appropriate priorities for improvement in science have been included in the school development plan, though the targets and success criteria associated with them are not as clear and useful as they might be. The school has yet to make use of information on pupils' progress to check to see if any aspects of the plans for the science curriculum need to be modified. The school does not utilise the co-ordinator's expertise when checking samples of Year 2 pupils' work to assure the accuracy of teachers' statutory assessments.

ART AND DESIGN

118. Pupils' attainment is above the levels expected for 7 and 8 year olds and they make good progress. Standards have been maintained since the last inspection.
119. Pupils experience a wide range of art, craft and design activities. This includes drawing, painting, working with textiles and collage, computer designed drawings, and 3D work in clay

and card. Pupils greatly enjoy their work and are given many opportunities to work creatively, imaginatively and from direct observation. Completed work is displayed to a high standard, providing a rich learning environment, which sets a high expectation of what pupils can achieve. It is also a celebration of pupils' achievements and pupils are justly proud to talk about their work. Storage facilities are good for work in progress, and materials for pupils to use are of a high quality.

120. Two Year 1 pupils described the process of making clay houses. They talked about how they started by carefully making the shape of a house. Then how they used lolly sticks to press into the clay to get the shapes of doors and windows, stressing that they had pressed lightly into the clay so they did not go right through to the other side! They are developing their knowledge about materials and tools to get the required techniques. They enjoyed recalling their experiences and listened with interest to one another's contributions. Pupils from Year 2 described how they had drawn people to show the age of a teenager. To start with they had brainstormed what they thought a teenager would be like, *enjoy going out with friends and listening to music*. And one pupil drew her teenager in a T-shirt saying *I love me* (love in the shape of a heart)! She was able to identify what she feels are the best aspects of her work – the shading to get the effect of hair and the detail of the eyes and eyebrows.
121. A group of pupils in a Year 2 class were able to describe their 'work-in-progress'. The teacher had provided a very good starting point by taking pupils on a nature walk to choose what they would like to develop into a collage. They had been offered a wide range of different fabrics and types of colour and thickness of paper to choose from. Pupils make good choices of materials and are thoughtful about whether their choice was wise. All the work is very individual and done with great care. Teachers allow and encourage pupils to develop their own ideas. Pupils use their own knowledge and readily experiment to try out different effects and through this work they are developing strong design skills. One boy used different hessian and other fabric to make his observations of a cone. Down the middle section he carefully cut and stuck tiny pieces of light brown hessian. He used this to get the bumpy effect he could see and feel on the cone, but said he would not use such tiny pieces again as it had taken too long.
122. A Year 2 boy was able to reflect deeply about his eye-catching sewing of a spider, which he produced as part of a whole class collage on mini-beasts. He chose a spider because he likes to watch them in his garden and thinks they can do clever things, like running fast! He made a selection of materials and fabrics to match the environmental colours. For example, green for the leaf colour that his spider is sitting on. Some Year 3 pupils talked about their paintings done in the style of Vincent van Gogh. They were able to explain the whole process, from the mixing of gunge paint, to using black and white to add to lighten and darken tones, to using different thickness of paint brushes to get the effect used by the artist. They discussed using different colours to better effect and positioning things to get a better look.
123. In a Year 3 lesson pupils had great fun developing 3D masks from 2D drawings. The teacher's good use of questions encouraged pupils to contribute and share their ideas, which they did with enthusiasm. They handled scissors well, used materials effectively and worked co-operatively with one another. Pupils worked hard and concentrated throughout the lesson. They made very good progress and are achieving above average standards. Pupils of all abilities and backgrounds do equally well in relation to the progress they make.
124. Only one lesson was seen during the inspection but looking at completed work and talking to pupils about their work, indicates that teaching is good across Years 1, 2 and 3, and leads to pupils making good progress. Detailed planning provides a helpful framework for teachers. Teachers are careful to provide activities in which pupils can explore and investigate by finding

and using different materials. The next important stage of asking pupils to evaluate their work and think about how they could improve it is taught very well. This is evident from the lesson observed and the discussions that took place with pupils. Their evaluative skills progress rapidly and by the end of Year 2 many pupils are able to comment on similarities and differences between their own and others' work and make good suggestions of how improvements could be made. These skills are further refined by the end of Year 3.

125. At the time of the last inspection, sketch books were used in Year 3 but are no longer in use. As the introduction of sketch books at Key Stage 2 is a National Curriculum requirement, this is an area for development.
126. The co-ordinator was appointed last September and is very enthusiastic. She has led the school towards improving displays; for example, ensuring that in the school hall there is work exhibited from all year groups. She works with the deputy headteacher to provide detailed planning for teachers for the text term. The school has implemented and is currently reviewing the guidance it provides for teachers' planning. This is an improvement since the last inspection.

DESIGN AND TECHNOLOGY

127. Attainment by the end of Year 3 and by the age of 7 is above average. Pupils in Year 3 design and make photo frames of very good quality. They have a good range of skills for example for fixing compliant materials so they can choose the best method for the job. In this way the designing and the making are well integrated although pupils do not refer to their plans enough.
128. Attainment by the age of 7 is above average. Pupils design and make well in fabrics and they make good comparisons between different methods of fixing compliant materials. The pupils had designed and made an attractive range of moving toys.
129. Progress is good for all pupils because the planned sequence of activities enables pupils to use previously learned skills and ideas such as marking, measuring and knowledge gained from looking at commercial products. The pupils by the end of Year 3 have become used to making decisions and working co-operatively together. All pupils appear to enjoy this subject and many including both boys and girls from the differing cultural backgrounds enthusiastically said so. Pupils with high prior attainments helped those experiencing problems. There is good pace and purpose in the lessons. In the work seen the Year 2 pupils used squared paper to estimate the size of boxes to be made from card and they measured and marked the lines along which they intended to cut. However, the designing and making appeared to be better in year one than in Year 2. Whilst all pupils are very well included there were occasions when pupils did not know what to do next when the teacher was not immediately available to give advice. Occasionally, therefore, some Year 2 pupils lost interest. In Year 1 pupils enjoyed presenting their designed models including for example moving pictures of fish, planes, submarines and the Queen.
130. Teaching in Year 3 is good with some very good features. The very good features include very good subject knowledge used to challenge the pupils to come up with solutions and ideas for improvements. The lessons are very well planned and, through very effective questioning, the pace and purpose are maintained. Teaching in Key Stage 1 is good. The sequence of planned activities in Years 1 and 2 is also good because the pupils are able to develop skills before being required to apply them. Because the range and quality of the activities and the lesson planning are good the pupils enjoy the subject. However, in the review of progress at the end of the lesson too little emphasis was sometimes placed on the evaluation of the product and the methods used. Sometimes opportunities to use computers and number and literacy skills are missed in the planning. Assessment opportunities are identified but the feedback given to the

pupils about attainment and progress is not always linked to national indicators about progress at a given age.

131. Improvement since the last inspection has been good. The plans are good. The teachers now have better subject knowledge. However, there are some inconsistencies in the teaching and gaps in attainment especially for pupils with previously high attainments.

GEOGRAPHY

132. Geography is taught through a series of topics throughout the course of the year and not all classes were taught geography during the week of the inspection. Evidence is gained from the detailed scrutiny of pupils' work on display and in their topic books, an analysis of the teachers' planning, an interview with the subject co-ordinator and some observations of teaching.
133. By the age of 7, pupils' attainment in geography is in line with levels expected of seven year olds and they make satisfactory progress. At Year 3, attainment levels are above those expected of eight year olds and good progress is made. The standards achieved by all pupils have been maintained since the last inspection.
134. In Key Stage 1, between the ages of 5 and 7, pupils develop an understanding of their immediate local environment, producing street maps, models of buildings and using computers to create bar graphs of their traffic surveys. Within their topic work, they have also considered other locations when they have recorded their holiday visits. By the end of the Key Stage 1, many pupils are able to demonstrate a good understanding of issues, which can effect a local environment, such as the school pond and nature reserve, and the impact that people can have on it. In Year 3, pupils begin to investigate different regions of the world and are able to map the climatic regions of the world, including the Polar, Savannah and Desert regions. They are able to use simple grid references to find their way about land use maps and are able to make use of secondary sources like photographs to form a view of the world. A majority of pupils are able to describe aspects of a culture different to their own through the use of such photographs and the more able pupils can make reasonable suggestions for such differences, including climate and vegetation.
135. Pupils make satisfactory progress through Key Stage 1 and good progress in Year 3. The pupils make good use of a range of resources and strategies for learning including drama, photographic evidence and the local environment. Their attitude to learning, in the lessons observed, ranges from good to excellent and they are enthusiastic learners who cooperate and collaborate well with one another. Teaching is well planned and supported by relevant resources. In the lessons observed good use was made of drama to encourage pupils to draw upon their previous experiences of mini beasts in the school's nature reserve to examine the impact of Man on his environment. The allocation of particular tasks to individual pupils within the groups who were exploring the culture of the rain forest tribesmen ensured that all pupils were actively involved in the learning. Pupils of all backgrounds and educational need make good progress in these lessons.
136. The subject is planned appropriately and makes effective use of nationally produced guidance for teachers to ensure that the pupils receive a curriculum appropriate to their age group and needs. The resources support the pupils learning well and good use is made of the school grounds and the local environment. The subject is led by an effective and well - organised co-ordinator. The current scrutiny of teacher planning and pupil work, carried out by the co-ordinator, now needs to be supplemented by a planned programme of observations of the teaching of the subject and a sharing of the standards achieved with all the teaching staff.

HISTORY

137. History teaching is planned as a series of modules across the whole school year and there was no teaching of History to observe during the course of the inspection week. Evidence is gained from the detailed scrutiny of pupils' work on display and in their topic books, an analysis of the teachers' planning and an interview with the co-ordinator for the subject.

138. By the age of 7, pupils' attainment in history is in line with levels expected of seven year olds and they make satisfactory progress. At Year 3, attainment levels are above those expected of eight year olds and progress is good. The standards achieved by all pupils have been maintained since the last inspection.
139. In Key Stage 1, pupils are helped to develop a sense of chronology through projects, which include Homes Long Ago, Seaside Holidays and Favourite Toys. By comparing and contrasting the differences between then and now they are encouraged to understand the changes that have taken place over time. In addition they have the opportunity to learn about some key figures and events from history including Grace Darling, Florence Nightingale, the Great Fire of London and Remembrance Day, and what they represent. In Year 3, pupils extend their Knowledge and Understanding of History further through investigating a particular period in detail, especially the Anglo – Saxon times. They are able to describe the day-to-day life in an Anglo – Saxon village and write movingly about “trial by ordeal”, the religious beliefs of the time and the experience of moving from one country to another. They are able to write about and record, through pictures and graphs, a range of information about village life, farming practices, customs and beliefs, clothing, trade and travel.
140. Pupils make satisfactory progress in history throughout Key Stage 1 and good progress in Year 3. The pupils are able to make use of a range of resources including photographic evidence, reference books, stories of famous people and interviews with visitors. In Year 3, pupils make good progress in their Knowledge and Understanding of the period studied. There are good links with other subjects of the curriculum including science where the effects of water on different metals are studied, and in mathematics when bar graphs are produced to represent data about an Anglo – Saxon village. The work the pupils produce is well presented and they demonstrate a good understanding of the period studied. All pupils, irrespective of background or educational need, make appropriate progress.
141. The subject is planned effectively and makes good use of nationally published guidance for teachers to ensure that the pupils receive a curriculum appropriate to their age group and needs. The school makes good use of local resources with visits to the Heritage Centre and the local area as well as the Saxon day in school itself when actors bring the period alive and enthusiasm for the subject reaches its height. The subject is led by a very good, well –organised and enthusiastic co-ordinator who has good subject knowledge. The current scrutiny of teacher planning and pupil work, carried out by the co-ordinator, now needs to be supplemented by a planned programme of observations of the teaching of the subject and a sharing of the standards achieved with all the teaching staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. Attainment at the end of Key Stage 1 and at the end of Year 3 is above average. Year 3 pupils can store information, for example about the distribution of trees in local gardens, and then they can use the data to find out, for example, the different types of fruit trees or the most popular number of trees. However, they lack confidence when modifying the language on the teacher's sheets to match the language that appears on the screen. They have good skills with the mouse and the keyboard and when navigating documents. The pupils confidently choose tools, for example to enlarge the picture or to fill in colour. They do not frame their own questions to build upon the investigative work initiated by the teacher. Pupils in Year 2 use the computers effectively to edit and to improve their acrostic poems. They confidently use the computers to improve written work by inserting pictures into text and changing and improving the layout of the page. However, there is little evidence in the work of pupils making thoughtful comparisons

between work done with the computer and by traditional methods. No use is made of computers for timing and sensing.

143. The standard of attainment across the range of subjects is satisfactory. In mathematics the pupils use computers effectively to support their understanding of symmetry. They also work with bar charts and graphs in both science and design technology. The line graphs used in the science investigations to investigate how fast bean seedlings grow indicate above average attainment in science and sound competence with computers. In art the pupils design faces with differing expressions to match descriptive adjectives. Pupils also extend their vocabulary and develop computer skills effectively by adding specialist words to label parts of science diagrams for example of the external parts of living things. No evidence of work with computers or other electronic teaching and learning aids was seen in either music or physical education.
144. The pupils make good progress as they move through the school. This is because the equipment works reliably, the quality of the software is good and pupils are motivated by the work. Pupils' confidence builds steadily and they enjoy working with the machines although there is some frustration and lack of pace on occasions when the small computer room is timetabled for a full class of thirty pupils. Even in these overcrowded conditions the pupils benefit well from the good support provided by the teachers and their assistants working in harmony. For the vast majority of children the lessons provide good opportunities for a joint co-operative venture based on very good adult to pupils and pupil to pupil relationships. Pupils are also encouraged and motivated by the good quality print outs they obtain. However, the fastest pupils sometimes don't know what to do next and they don't know how well they are doing compared with pupils in other schools. Pupils with special educational needs do well. The progress made in some lessons by pupils, irrespective of their previous attainment, is slowed down when they do not get a fair amount of time using the key- boards. Pupils with high prior attainments willingly help others. However, there is no evidence of attainment at the highest expected level. No pupils are excluded but mostly pupils all work on the same task at the same pace so that progress is not always good for all pupils.
145. The teaching is good in Year 3. It is good with some very good features for pupils between the ages of 5 and 7. The good teaching is the result of teachers' confidence in their own knowledge and ability to sort out problems likely to arise. The relationships between the pupils and the adults are also very good. Very good teaching involved very good questioning to build on what pupils had previously learned. The teachers used very good communication skills combined with an obvious enthusiasm for the subject and the capacity to maintain a fast pace by moving quickly around the group. The pupils therefore made very good progress in these lessons. Good progress overall is the result of a well planned sequence of activities.
146. Improvement since the last inspection has been good. Despite staffing shortages the school has maintained standards to match the national developments in this subject. The accommodation has been improved. More computers have been purchased. The training has been very effective. Improvements have also been made to the arrangements for technical support and the software is good and effectively supported through the good use of external consultants. The teachers make the best possible use of the existing equipment when demonstrating new techniques.

MUSIC

147. A limited number of lessons were observed, however, standards of work were in line with those expected for pupils' ages. Teaching and learning is satisfactory. Pupils show good attitudes to their learning and behave well during lessons. All groups of pupils, including those with special

educational needs and those with languages other than English, make satisfactory progress. The provision made by the school for this subject ensures all pupils are included appropriately in the full range of activities. Standards are similar to those found at the time of the previous inspection and improvement since that time is satisfactory.

148. Pupils in Year 2 are taught well and are very enthusiastic learners. The schools programme for music during the inspection involved pupils in writing their own compositions in groups related to the Year 2 work on 'mini-beasts'. Pupils were able to maintain a steady beat, read back their own notation and produce a performance together that combines various musical elements. Linking this work closely to their science study on mini-beasts enabled pupils to extend their vocabulary and their understanding of such creatures. In the music pupils were able to suggest the movements, sounds and lives of the creatures. Many pupils are sufficiently confident to make suggestions about the music and to evaluate the performance of themselves and colleagues with positive and constructive comment.
149. Pupils in Year 3 benefit greatly from the teaching of a peripatetic teacher for string instruments. Lessons are well prepared and based on music that captures pupils' interest and provides a good challenge for their musical abilities. These pupils are well motivated and achieve well. Many practise their instruments at home.
150. During assemblies pupils sing well. They sing confidently and with appropriate pitch and volume, often without accompaniment. Teachers leading assemblies make effective use of these opportunities to introduce pupils to music from other cultures.
151. There is a good programme of work prepared for this subject that teachers use to plan their teaching. It follows the nationally recommended curriculum and provides a wide range of activities to develop pupils playing and singing skills. There have been staff changes recently and the current co-ordinator for music has only recently taken up her post. Although only a limited time in post she has already made an impact on the quality of singing through her class work in Year 3 and the choir at lunchtimes. She has so far had little opportunity to monitor and support the work of colleagues.

PHYSICAL EDUCATION

152. Throughout the school standards of work seen during the inspection were in line with those expected for pupils' ages. These standards are achieved because the quality of teaching and of learning is always satisfactory and in some lessons, good. All groups of pupils, including those with special educational needs, achieve satisfactory standards and are included successfully in all aspects of provision for the subject. Standards have been maintained since the previous inspection and there is now a plan for teaching and a subject co-ordinator to support colleagues and as a result improvement since that time is good.
153. Pupils in Year 1 enjoy games. They throw, roll and kick balls of various sizes to each other with some accuracy and control over a short distance. They also move with the ball under control, bouncing it or dribbling using their feet. When they do this very few balls stray out of control. Usually, they make good progress. However, sometimes this is restricted when teachers give lengthy explanations of organisational points. This reduces the amount of time pupils have to acquire and consolidate their skills.
154. The planned curriculum for the school covers all those aspects required by the National Curriculum. The major areas are covered including appropriate arrangements for dance. Currently the coordination of this subject is covered by a member of the senior management

team. She has ensured that the most recently appointed newly qualified teacher has been given the opportunity to observe the practice of experienced colleagues. The teachers plan their lessons well and the joint planning of each year group ensures consistency in the pupil' experiences. There is scope for improvement in the subject through developing further consistency in the teaching within year groups so that pupils improve the quality of their skills in gymnastics and games.

155. In games lessons, pupils in Year 3 build effectively on the skills they have acquired earlier. Their abilities to pass and receive a ball are applied competently during group activities when they pass accurately and catch the ball whilst moving. A few pupils find this difficult and need to be helped and encouraged, but most do this well.
156. Throughout the school, teachers make good use of the gymnastic apparatus situated in the hall. Pupils have frequent access that does much to support the development of their co-ordination and gymnastic abilities. When pupils get this apparatus out and put it away they are efficient and well organised.
157. Teachers use opportunities reasonably well for pupils to evaluate their work and that of others. For example, in Year 2 gym lesson the teacher asked pupils to identify why they thought the movements of the pupils chosen to demonstrate was so good. This does much to increase pupils' knowledge of what they are trying to achieve and how well they are doing. Teachers also involve any non-participating pupils usefully in evaluating the work of their classmates.
158. There are some extra curricular activities, including, football, and games.
159. The subject co-ordinator works effectively to ensure standards are maintained and provision is appropriate. Arrangements to assess the attainment and progress of pupils have been limited through various staffing changes. However, some opportunities to watch colleagues teach and provide advice for improvement are used.

RELIGIOUS EDUCATION

160. Pupils in Year 2 are attaining average standards in relation to the recently revised local syllabus for religious education, and Year 3 pupils are attaining above average standards in some parts of their work. In Year 2, pupils know the names of many of the main festivals of the religions being studied and when they occur, and are able to describe confidently how festivals are celebrated now. Their knowledge and understanding are developed by the good variety of activities during lessons which help to bring the subject to life. Some challenging work for Year 3 pupils on the use of metaphor in the sacred writings of Christianity and Hinduism show how well these pupils have progressed in their understanding of religious symbolism. During lessons, pupils from different religious backgrounds are encouraged to share their deeper understanding of their own religion. Other pupils listen with real interest, and learn.
161. As they move up through the school, pupils achieve well in religious education. Good teaching, pupils' own interest, increased resources for religious education and visitors to classes combine to ensure that effective use is made of opportunities for learning. Boys and girls progress equally well, as do pupils from the different minority ethnic groups, pupils who speak English as an additional language and pupils with special educational needs. The time allocated to religious education lessons is relatively short, though in line with the expectation of the local syllabus. Despite this, pupils who are quicker to learn than others or who already have good knowledge and understanding of the topic because of their family background, also achieve well due to the

interesting activities planned for the class. These also include careful listening and speaking in groups – and now more writing than was the case at the time of the last inspection.

162. Improvement since the last inspection has been good. Standards are rising, the local religious education syllabus is being taught well, more use is made of writing to develop pupils' understanding, more resources are available during lessons, and the school is developing its use of visitors and visits to give the pupils as much firsthand experience as possible. However, no progress has been made in putting in place means for keeping a regular check on how well individual pupils are achieving in religious education.
163. Pupils are learning religious education well due to the good teaching. The guidance for teachers provided with the revised syllabus is proving very helpful, and they are teaching religious education with more confidence that was the case previously. The different parts of the syllabus are taught clearly so that pupils are developing a secure knowledge and understanding of religions and also an appreciation for the experiences of pupils from different religious backgrounds to their own. Lessons are made interesting through the use of drama and art, as well as discussion, writing and examination of religious artefacts. The atmosphere during lessons is one of respect for the different religious beliefs and traditions, so that teaching of religious education is making a good contribution to pupils' spiritual and moral development, as well as to their social and cultural.
164. Religious education has successfully improved since the last inspection and the subject co-ordinator has made a significant contribution to this. To continue to raise standards, pupils' achievements should be checked from time to time, using the definition of standards provided with the local syllabus. The resulting information should be used to set clear targets and precise success criteria for the continuing improvement in religious education.