

INSPECTION REPORT

SOUTHVILLE INFANT & NURSERY SCHOOL

Feltham

LEA area: Hounslow

Unique reference number: 102498

Headteacher: Ms Joanne Lacey

Reporting inspector: Mr Selwyn Ward
9271

Dates of inspection: 27 – 30 January 2003

Inspection number: 246209

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: Bedfont Lane
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Appropriate authority: Governing Body

Name of chair of governors: Mr Michael Turner

Date of previous inspection: 2 – 5 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9271	Selwyn Ward	Registered inspector		How high are standards? How well are pupils taught? How well is the school led and managed?
1311	Barry Wood	Lay inspector		How good are pupils' attitudes and personal development? How well does the school provide for pupils' spiritual, moral, social and cultural development? How well does the school care for its pupils? How well does the school work in partnership with parents?
23288	Marianne Harris	Team inspector	Foundation Stage English Information and communication technology Music Educational Inclusion, including race equality English as an additional Language	How good are curricular and other opportunities?

10428	Tom Simpson	Team inspector	Science Geography History Religious education Special Educational Needs	
32143	Rachel Singer	Team inspector	Mathematics Art and design Design and technology Physical education	How well does the school make use of information from assessment?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southville is a large community infant and nursery school for boys and girls aged 3 – 7 years. The school has 249 full-time pupils in the infant and reception classes, with a further 91 children attending part-time in the nursery. About three quarters of the pupils are white and of United Kingdom heritage, with others coming from a wide range of other backgrounds and from all over the world. A few of the pupils are refugees and there are several from traveller and travelling Showmen's Guild families. Around one pupil in seven is learning English other than as their mother tongue, and of these around three quarters are at an early stage of learning the language. The number of pupils with special educational needs is above average. Most of these pupils have moderate learning or emotional and behavioural difficulties. There is a high level of mobility in the area, with a very high proportion of pupils leaving and joining the school partway through their education. Although the school caters for pupils with a wide range of abilities, taken overall pupils' attainment is well below average when they join the school. The school serves an area of very high social need and the number of pupils eligible for free school meals is around twice the national average.

HOW GOOD THE SCHOOL IS

Southville is a very effective school and provides very good value for money. It works in difficult circumstances, but is very well led so that it is always trying to improve; it had already identified the areas for improvement the inspectors picked out. Pupils are very well cared for and benefit from teaching and a range of learning activities that are well matched to their needs. They get off to a very good start in the nursery and reception classes, and by the time they leave Year 2, they have made good progress both academically and in their personal development.

What the school does well

- The teaching is good and pupils of all abilities make good progress in learning.
- The school is very well led and managed and the staff work very effectively together as a team.
- The school provides very well for pupils' personal development and, as a result, pupils get on very well with one another, behave well and are very keen to learn.
- Pupils benefit from a good range of learning activities that are well matched to their needs.
- Pupils are looked after very well.

What could be improved

- Pupils do not do as well in writing as in other subjects.
- Parents could do more to support their children's education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Southville was last inspected in February 1998. Standards are a little better than represented in the test results attained at the time of the last inspection, teaching and learning have improved, and pupils now achieve well in all subjects, including history, where standards were particularly identified as in need of improvement. The issues identified in the last report have been tackled well, so that, with the exception of absence caused by parents keeping their children off school without good reason - which remains a concern - areas that were previously identified as weaknesses, including teaching, monitoring and extracurricular provision, are now all among the many strengths of the school. This represents good improvement since the last inspection.

STANDARDS

The table shows the results attained at the end of Year 2 based on average point scores in national tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	D	D	E	B	well above A average B above average C average D below average E well below average
Writing	C	D	E	D	
Mathematics	C	D	C	A	

Schools are categorised as similar according to the proportion of pupils known to be eligible for free school meals.

Children join the school in the nursery with generally low levels of attainment, particularly in communication and language skills. They get off to a very good start in the nursery and the reception classes (*Foundation Stage*), so that although standards remain below average by the time they start in Year 1, this still represents very good achievement.

Pupils continue to make good progress in the infant classes. Although test results last year were well below the national average in reading and writing, inspectors found reading standards of the pupils in school to be close to national expectations. The standard of writing seen in the inspection was below average. In last year's tests, results in mathematics were average when compared with schools nationally. Work seen in mathematics was similarly in line with national expectations. There are no national tests in science at the end of Year 2, but in the assessments carried out by teachers, results were a little below average when compared with all schools and average when compared with similar schools. From work seen in science, standards are now in line with national expectations. Given pupils' starting point, this represents good achievement in reading, mathematics and science, and satisfactory achievement in writing. This good achievement is similar for boys and girls, for pupils of different abilities, including the more able and those with special educational needs, and for pupils from different backgrounds, including those learning English as an additional language. The only identifiable group of pupils who are not doing well are those that have their education interrupted either by high rates of absence or by moving schools partway through their education. These pupils attain standards that are significantly lower than the others, and their performance depresses the school's overall test results.

Inspectors were unable to see the full range of activities offered over the year in physical education. However, in the gymnastics lessons seen in Year 2, standards were above national expectations. In all other subjects, standards are broadly in line with national expectations. Standards in religious education are in line with those expected in the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and develop an enthusiasm for learning. From the time they join the school, they quickly learn and follow orderly routines. As a result, pupils are attentive in lessons and get on with their work without fuss.
Behaviour, in and out of classrooms	Good, both in lessons and around the school. Pupils appreciate and respond well to the high expectations that their teachers have of good behaviour and this contributes to the progress that they make. There have been no exclusions during the past year.
Personal development and relationships	Relationships throughout the school are very good. Pupils help each other and work very well together. They learn to work independently in the reception classes, and pupils respond very well to the many opportunities they are given to take responsibility. Boys and girls of different abilities and from different social and ethnic backgrounds get on very well together and are all included in the full range of school activities.
Attendance	Attendance and punctuality are poor. Too many pupils have their education interrupted because parents are not getting them to school regularly and on time. Many of these pupils do significantly less well than others.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and reception	Years 1 - 2
Quality of teaching	very good	good

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

Teaching of English and mathematics is good, and the *National Literacy* and *Numeracy Strategies* have been implemented well. They have made a good contribution to raising standards in reading and mathematics, although standards in writing remain depressed because writing skills are not taught and practised as systematically as reading. Lessons are well planned, with teachers making good use of their assessments of what pupils know so that they build on what they have learnt before. Good use is made of questioning, with care taken to involve all of the pupils. Teachers know the pupils well, relate very well to them, and, have high expectations of behaviour. In most cases, work is well matched to pupils' abilities so that it offers good challenge, although sometimes more opportunities for extended writing and recording could be given. A lot of work is recorded on printed worksheets. This too has limited the opportunities for pupils to practise and develop their writing skills. Nursery nurses, in the nursery and reception classes, and classroom assistants throughout the school are used very well to support pupils' learning and to enable them to be taught in smaller groups. Pupils with special educational needs and those learning English other than as their mother tongue are consistently well supported and, as a result, they make similar progress in their learning to other pupils.

The most effective lessons made particularly good use of time. Pupils knew exactly what was expected of them and, as a result, they settled to work quickly, worked hard, and got a lot done. In lessons that were less effective, pace was slow and some pupils lost concentration. In a number of lessons, pupils were kept too long sitting on the carpet listening to the teacher before getting on with activities. Although pupils have a good understanding in lessons of what they are supposed to be doing, they do not always know what it is they are expected to learn. Marking is satisfactory, but it does not always give pupils enough guidance on what they need to do to do better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well matched to pupils' needs. It is enriched through good links with the community, including volunteers who come in to school to hear pupils read, and by the good range of extracurricular activities on offer. There is very good provision for pupils' personal, social and health education that includes drugs awareness and appropriate support on relationships.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and, as a result, they make good progress.
Provision for pupils learning English as an additional language	Pupils who are learning English as an additional language are supported well and make good progress. The school has a good range of resources for pupils for whom English is not their mother tongue, including picture books in different languages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for pupils' personal development, with very good provision for pupils' spiritual, moral and social development that contributes strongly to the ethos of the school and helps create a community where pupils grow in confidence and self-esteem, and value one another. Provision for cultural development is good. Pupils have good opportunities to learn both about Western and other cultures from around the world.
How well the school cares for its pupils	Pupils are looked after very well. There are good procedures for monitoring and promoting attendance and good behaviour. The information from assessment is used well to plan teaching and learning and to keep track of how well pupils are doing as they progress through the school.

Although the school works hard to involve parents, a significant number of parents do little to support their children's learning at home and impede their children's progress at school by keeping them out of school unnecessarily. Information to parents is satisfactory, but could be made more readable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and management team provide very clear educational direction, with a strong commitment to raising standards within a school with a very positive ethos where all are made to feel valued. Staff work together very effectively as a team, and teachers with responsibility for managing subjects and other activities within the school do an effective job.
How well the governors fulfil their responsibilities	Governors are committed to the school and have a good understanding both of its strengths and weaker areas. They do a sound job but what they can do is restricted because there are too many vacancies on the governing body.
The school's evaluation of its performance	Southville has successfully adopted the principles of " <i>best value</i> " to evaluate for itself what it does well and what can be improved. For example, pupils' views are actively sought through the School Council and the school looks critically at how well it is doing in comparison with others. Teaching and learning are monitored well, and this has contributed to improvements in the school.
The strategic use of resources	Spending follows the priorities set out in the school development plan and funding is properly used. There have been relatively few changes of teaching staff, and support staff are efficient and well deployed. Learning resources are satisfactory and accommodation is good, with the rooms well laid out.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Pupils make good progress.• The teaching is good and the school expects pupils to work hard and achieve their best.• The pupils are well behaved and the school helps them to become mature and responsible.• The school is approachable.• The school is well led and managed.• The school works closely with parents and keeps them well informed about how well their children are doing.	<ul style="list-style-type: none">• There were no significant parental concerns raised either in the questionnaires or at the meeting held with parents before the inspection.

The number of questionnaires returned by parents was low, with only one in five parents responding. Parents' views were exceptionally favourable and there were no significant concerns expressed either in the questionnaires or at the meeting held with parents before the inspection. Inspectors agree with most of the positive views expressed by parents. Although the school works hard to involve parents, communications with parents, including reports, could be improved to make them more readable, for example, by avoiding the use of jargon.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Throughout this report, any references to *Key Stage 1* relate to the infant years (Years 1 and 2) when pupils are aged 5 to 7 years. Children in the nursery and in the reception classes, who are aged 5 and under, are considered to be in the *Foundation Stage* where they are working towards a series of *early learning goals*, which are the nationally expected standards for pupils at the start of Year 1. Schools' test results are compared with the national average, as well as against *similar schools*. Schools are grouped as similar according to the proportion of pupils attending who are known to be eligible for free school meals. In judging standards, inspectors analysed results attained in the national standard assessment tests (SATs) taken at the end of Year 2, both in 2002 and in previous years. Inspectors looked at and judged work currently being done in lessons and at work done throughout the past year. They listened to pupils read and discussed their work with them as well as with their teachers. Whereas judgements on attainment relate to comparisons with nationally expected standards, *achievement* relates to the progress pupils make and compares how well pupils do as against their prior attainment. English, mathematics and science are referred to as *core subjects*, and a degree of priority was given in the inspection to looking at these subjects. Other curriculum subjects are sometimes referred to as *non-core* or *foundation subjects*.
2. Although children join the school with a wide range of abilities, overall their pre-school skills and knowledge are well below average. Around one child in seven is learning English as an additional language, and many of these children will have spoken very little English at home before starting school, but even among children joining the school from English-speaking families, many have relatively poorly developed language and communication skills. Children's speaking and listening skills are weak when they join the school, and this in turn impedes their progress in writing. As a result of the consistently very good teaching, children make very good progress during their time in the nursery and in the reception year, although a significant proportion will not have attained all of the nationally expected early learning goals by the time they start in Year 1. Nevertheless, given children's low starting point, this represents very good achievement. Children make particularly good progress in their mathematical, physical and social development.
3. Pupils continue to make good progress in the infant classes. In the national tests taken last year by children at the end of Year 2, results were well below the national average in reading and writing, but they were average in mathematics. When compared with similar schools, these results were below average in writing, above average in reading and well above average in mathematics. Although test results have fluctuated a little from year to year, the general trend in results since the last inspection is in line with the improvement seen nationally, and the school won an Achievement Award last year for its test

results, which compare favourably to those of similar schools. There are no national tests in science at the end of Year 2, but in the assessments carried out by teachers, results last year were a little below average when compared with all schools and average when compared with similar schools.

4. As a result of the school's effective use of assessment information to successfully target support, inspectors found reading standards of the pupils in school to be close to national expectations. The standard of writing seen in the inspection was below average, although this was still better than might have been expected from last year's test results. Work seen in mathematics was in line with national expectations. From work seen in science, standards are now broadly in line with national expectations. Given pupils' starting point when they join Year 1, this represents good achievement in reading, mathematics and science, and satisfactory achievement in writing, where less attention has been given to systematically developing pupils' skills. This good achievement is similar for boys and girls, for pupils of different abilities, including the more able and those with special educational needs, and for pupils from different backgrounds, including those learning English as an additional language. Pupils learning English as an additional language make good progress because the good support they are given in lessons allows them to learn alongside the other pupils. Pupils with special educational needs are similarly well supported, so that they make good progress towards the targets in their individual education plans. The only identifiable group of pupils who are not doing well are those, regardless of ethnic background, that have their education interrupted either by high rates of absence or by moving schools partway through their education. These pupils attain standards that are significantly lower than the others, and their performance depresses the school's overall test results.
5. Inspectors were unable to see the full range of activities offered over the year in physical education (PE) and obviously are unable to look at past work in PE so cannot judge standards overall in this subject. However, in the gymnastics lessons seen in Year 2, standards were above national expectations. In all other subjects, including history, which was identified in the last inspection as being in need of improvement, standards are broadly in line with national expectations. Standards in religious education are in line with those expected in the locally agreed syllabus. This represents a picture of good achievement in all subjects, and good improvement since the last inspection. It also matches the exceptionally positive view on progress expressed by all of the parents who returned their questionnaires.

Pupils' attitudes, values and personal development

6. The school has responded well to the weaknesses that were identified in the last inspection report. Pupils' attitudes, personal development and relationships have improved to very good levels. Behaviour, through the impact of the *Positive Approach to Discipline* programme adopted by the school, has improved to a good level. The headteacher and staff have consistently high expectations for behaviour. Supportive parents can see and approve of the improvement in their children's behaviour and maturity, as was evident from the parents' meeting and

very favourable views on behaviour expressed in parents' questionnaire responses.

7. Children in the nursery and reception have very limited life experiences for their age, and have social and speaking skills that are well below average. Initially, many children lack independence in achieving personal tasks. They learn to trust the sensitive staff, and participate easily in the daily routines. In the nursery, they develop good attitudes and behaviour, which allow them to take the first steps in building relationships with other children, even when language can be a problem. In the reception classes, they have very good attitudes and behaviour and develop inclusive and confident relationships with each other. They respond well to teaching and learning and can share resources without tantrums. They listen well to each other when they enthusiastically develop ideas about their feelings. The school's *Foundation Stage* provision gives a very good start to the children, and allows them to grow in confidence and happiness.
8. Pupils have very good attitudes, which positively contribute to their learning. Although some pupils are not brought to school regularly or punctually, they like school and are keen to learn. Most pupils try hard and are involved in the many activities that the school offers, both inside and outside the classroom. They are attentive to teachers and want to respond, even when poor language skills limit their answers, although they occasionally lose interest or fidget when seated on the carpet for long periods. Pupils with special educational needs, or those not having English as their mother tongue, become increasingly involved and enthusiastic in lessons and concentrate well as they progress through the school. All are able to give ideas on their feelings in personal and social education lessons, greatly adding to their enjoyment and inclusion in the lesson.
9. Pupils' behaviour is good, although behaviour in Year 1 is generally not quite as good as in Year 2, as some of the younger pupils call out or can be restless. By Year 2, pupils are calmer and increasingly understand the need for self-discipline. Behaviour around the school is good, and neither play fighting, bullying or swearing was observed during the inspection. This leads to a relaxed, happy, and friendly school, where staff have a quiet control, and pupils are sensitively corrected, even when they have emotional or behavioural difficulties. Although the school has to be vigilant to bullying and swearing, behaviour records show that these challenging behaviours are rare and not associated with any particular group of pupils. The school has not needed to use exclusions in the last three years.
10. The quality of relationships is very good, and is strength of the school. Traveller and travelling Showmen's Guild parents are especially appreciative of the relationships that the school has built over many years. Pupils trust the staff, who represent very good role models, and they respond positively to the trust, understanding and care that they are given. The school strives to include all its pupils equally, whatever their backgrounds or ethnicity, and ethnic, cultural, and religious differences are used well to support the development of relationships. Staff value and respect the pupils, and they, in turn, value each other's opinions and friendship. Pupils work together well in mixed race or faith groups and want

to help each other when in difficulties. Boys and girls eat and play amicably together, and they are courteous, inquisitive and welcoming to visitors.

11. The personal development of the pupils is very good. Pupils gain in self-esteem and maturity, and they enthusiastically enjoy the good quality of the personal, health and social education and assemblies. Pupils quickly understand the boundaries, classroom routines and expectations of the school. They are encouraged to be sensible in all situations, and listen to and care for others. They take pride in their school through the school uniform, and in their classroom through keeping it tidy. Pupils assist in the management of the school through monitor jobs and a School Council, which is involved in real discussion, for example over areas for improvement in assemblies. Pupils learn to enjoy games, sing tunefully and value prayer and quiet thinking time. They are developing a strong sense of right and wrong and the value of friendship, which should equip them well for their next stage of education and eventually as good citizens.
12. The school has been unable to improve the attendance and punctuality performance since the last inspection. Attendance remains well below the national average, and improving this remains a key issue. Too many pupils have poor attendance, missing lessons because they are not brought to school by parents. Analysis of pupils' test results shows clearly that those who miss a lot of school do significantly less well than others. A number of the pupils with poor attendance have special educational needs, do not have English as their mother tongue, or are children from traveller or travelling Showmen's Guild families. Holidays taken by families during term time also contribute to the high rate of unauthorised absence. There are no indications of truancy. Many pupils find it difficult to come to school on time, but punctuality throughout the rest of the day is satisfactory. Computerised registers are properly maintained and are being regularly analysed. The registration period is carried out politely and efficiently, and provides a settling and calming period for all pupils.

HOW WELL ARE PUPILS TAUGHT?

13. In all, inspectors saw 52 full or part lessons, and, in judging teaching, inspectors sought evidence that pupils were learning and making progress. Close to three quarters of the lessons seen were good or better, and around one in six were very good or excellent. Just two lessons were unsatisfactory. This represents a picture of good teaching, overall. Almost all of the lessons seen in the nursery and reception year were good or better, and a third were very good or excellent. In the infants, around two thirds of the lessons were good or better, and one in ten were very good. Although both the unsatisfactory lessons were in Year 1 classes, a broadly similar level of good and very good teaching was found in both the infant year groups. The quality of teaching, overall, is much better than that described in the last inspection. There is much less unsatisfactory teaching and the proportion of both good and very good lessons are more than double those found five years ago. English and mathematics are taught well. The *National Literacy* and *Numeracy Strategies* have been fully implemented and have contributed to raising standards in reading and mathematics, where pupils

get frequent practice to develop their mental arithmetic and reading skills, although standards in writing remain depressed because writing skills are not taught and practised as systematically.

14. Lessons are well planned, with teachers making good use of their assessments of what pupils know so that they build on what they have learnt before. In some lessons, teachers were seen to adapt their plans sensibly when it was clear that some pupils needed more repetition in order to learn the key points that the teacher wanted to get across. Because teachers plan closely and effectively together in year groups, the pupils in each of the three different classes in each year benefit from a similar experience whatever class they are in.
15. Good use is made of questioning, both to recap what has been learnt in previous lessons and to check pupils' understanding, including their comprehension of key words. In a science lesson in Year 2, for example, pupils' scientific vocabulary was successfully extended through a lively question and answer session that at the end introduced terms such as *condensation* when at the start of the lesson some were unsure of the meaning of *hard* and *soft*. Teachers are careful to ensure that all of the pupils are involved, so that they do not just take answers from those who are most ready to put up their hands. In an English lesson in Year 1, for example, the teacher noticed that three or four pupils had not been joining in and so posed questions specifically to each of them to ensure that they too were learning from the session. Following this, it was noticeable that all of these pupils were fully involved in their individual activities and each learnt well and got a reasonable amount of work done in the lesson.
16. Teachers know the pupils well and relate very well to them. In most classes, this means that pupils work hard because they like their teachers and are keen to please them - although the prospect of earning a coveted sticker for good work also acts as a powerful incentive! Teachers have high expectations of behaviour, and pupils respond well to what is generally a consistent approach by both teaching and non-teaching staff across the school.
17. In most cases, work is well matched to pupils' abilities so that it offers good challenge, and this contributes to the good progress that pupils are now making. In some lessons, particularly in science, opportunities are missed for pupils – especially the more able – to be more involved in designing their own investigations. Often, opportunities are missed for pupils to use and develop their writing and recording skills. A lot of work is recorded on printed worksheets. This too has limited the opportunities for pupils to practise and develop their writing skills.
18. Nursery nurses, in the nursery and reception classes, and classroom assistants throughout the school are used very well to support children's learning and to enable them to be taught in smaller groups. Pupils with special educational needs and those learning English other than as their mother tongue are consistently well supported and, as a result, they make similar progress in their learning to other pupils. Individual education plans are used well as practical working documents that enable teachers and learning support staff to target

support effectively. From time to time, some receive specialist teaching and support in an attractive withdrawal room or shared open areas. Many make particularly good progress in relation to their prior attainment because of the high expectations that staff have of them. All, including those with emotional and behavioural difficulties, are included well in all the school's activities.

19. The most effective lessons made particularly good use of time. Pupils knew exactly what was expected of them and, as a result, they settled to work quickly and without fuss, worked hard and got a lot done. Independent learning skills are strongly encouraged in the reception classes, with children moving sensibly between individual activities over which they are able to exercise some choice.
20. In lessons that were less effective, pace was slow and some pupils lost concentration. In a number of lessons that were otherwise successful, children were kept too long on the carpet listening to the teacher before getting on with activities. Although in most English and mathematics lessons, teachers followed the advice in the *National Literacy and Numeracy Strategies* and explained to pupils at the start of the lesson what it was they were going to learn, this sharing of learning objectives was not a common feature of lessons in other subjects. Pupils have a good understanding of what tasks they are expected to carry out, but they do not always know what it is they are supposed to be learning. Similarly in whole class discussions at the end of lessons, many focused on what the pupils had done in the lessons, sometimes merely showing off work, rather than taking the opportunity to underline what the pupils had learnt. Satisfactory use is made of homework in the infant classes. Marking is also satisfactory, but does not always give pupils enough guidance on what they need to do to do better. Even where marking is good, guidance is not always followed up, so that, for example, unfinished work remains forever unfinished.
21. In their questionnaire responses, a very high proportion of those parents who responded described teaching as good and indicated that they felt the school expected pupils to work hard and achieve their best. Inspectors agree.

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

22. Pupils benefit from a rich and varied range of learning opportunities that fully meet legal requirements and are particularly well matched to their needs. The staff work hard to include everyone and this results in pupils getting along and working well together. There are many people who help in school and this has a positive impact on the pupils' learning. For example, there are many volunteers who hear the pupils read, and this has led to improved standards in reading. Good links with the neighbouring junior school have also improved reading standards as pupils in Year 5 have paired up with pupils in Year 2. However, there are some instances where the timetable is split and this means that some lessons are interrupted by others. Where this happens, for example, when a geography lesson is stopped to make room for a physical education lesson and then resumed after pupils have dressed again, the teaching time is not always used to best effect, as it often means much time is spent on repetition.

23. The school has fully implemented the *National Strategies* for teaching literacy and numeracy and this has led to raised standards, particularly in mathematics and reading. The provision for pupils' personal, social and health education is very good. Pupils learn about keeping healthy and forming good relationships within the school. Teachers make use of a very good range of resources to support the pupils. They use puppets to teach the pupils about not touching dangerous objects, such as broken glass, or discarded medicines. Appropriate books are available so that the pupils can explore what it is like to go to the dentist or the hospital. During *Circle Time* much discussion is carried out so that the pupils become more confident speakers and listen attentively. There is a good range of extracurricular activities, more than is normally seen in infant and nursery schools, and these are generally well attended.
24. There are schemes of work in place for all curriculum subjects and teachers use these to plan detailed daily lessons in all subjects. Teachers receive feedback about the quality of their planning from subject co-ordinators. Colleagues observe each other's teaching wherever possible and feedback is given to teachers about the content of their plans, with suggestions for improvement where appropriate.
25. Provision for pupils with special educational needs is good. The school has fully implemented the most recent *Code of Practice*. Targets in pupils' individual education plans are suitably focused, specific and measurable, and are regularly reviewed. They are regularly shared with the pupils - who often show obvious pleasure when these are achieved. Good procedures are in place for pupils with a Statement of Special Educational Needs and there is effective communication between their named support staff and class teachers. There is a good balance between support for pupils in class and occasions when it is appropriate to withdraw pupils for specific support.
26. Around 40 pupils are at an early stage of learning English as an additional language. They are well supported and make good progress. The local education authority has an extensive language service and is able to support the school effectively by providing appropriate resources in relevant community languages. The school has a wide range of books available, including a good range of picture books in the many different languages represented in the school, and this further supports pupils who are learning English other than as their mother tongue.
27. The provision for the spiritual, moral, social and cultural education of pupils is very good, and this is a significant improvement since the last inspection. This very good provision for pupils' personal development is an undoubted strength of the school, contributing to the rich ethos of the school where all are made to feel valued. It is as a result of this very good provision that pupils behave well, get on very well with one another and with the adults in the school, and have a very positive attitude to learning. It contributes to the good progress that pupils make physically, intellectually, spiritually and emotionally. Pupils are developing a growing pride in their school. They develop attitudes and values that equip them well for their move to the neighbouring junior school, and eventually as

good citizens, and this is acknowledged by parents in their questionnaire responses.

28. The provision for spiritual development is very good and is greatly helped by the design of the school accommodation, and the assured approach of the staff team, who create an oasis of calm and security for all pupils. Staff realise that many pupils are emotionally fragile, and sensitively give tender loving care which contributes to raising pupils' often initially low self-esteem. From the nursery onwards, children are entranced by assemblies, where they listen enthusiastically to stories with themes of friendship, people who help them in the community, and respect for people who are different. Pupils are given time for reflection. The School Council's discussions focused on pupils asking for more time for their prayers and for enjoying the calmness of assemblies. Pupils' spiritual development is well developed in personal, social and health education lessons, when they are encouraged to say how they feel when presented with moral dilemmas.
29. The school's very good moral provision is evident throughout the school day, both in lessons and in the playground, and reinforced by the personal example provided by the headteacher and staff. The school's *Positive Approach to Discipline* programme is consistently applied and is well understood by pupils, so that by Year 2 they have an understanding of the need for self-discipline. Pupils are able to discuss examples of right and wrong behaviour and reach appropriate conclusions from their own experience in personal, social and health education lessons. For example, in a particularly effective *Circle Time* discussion in a reception class, the children were discussing very thoughtfully the moral implications of the *Jack and the Beanstalk* story which the class had been studying. This was a particularly challenging example to choose as the hero of the story disobeys his mother, runs away from home and ends up stealing. Pupils knew that even though *Jack* was the hero, his actions were wrong.
30. The very good relationships between staff and pupils are a real strength of the school, and these support the school's very good social provision. Teachers are very good role models and at all times like and value their pupils. Their positive emphasis on care, tolerance and valuing people, is, in turn, practised by the pupils. The high quality of assemblies and clubs, the School Council and sociable lunchtimes, ensure that the school includes all pupils equally and fairly, including those with special educational needs, and those for whom English is not their mother tongue.
31. The provision for pupils' cultural development is good. Pupils "travel to other lands" in the classroom, and topic work gives them an appreciation of people from other cultures, including travellers. Art lessons and displays allow pupils to produce their own works of art in the style of a range of artists from around the world, including aborigine art. Pupils are introduced early to singing, and all are enthusiastic and mostly tuneful. The school would benefit from using a wider range of music from other cultures to enrich assemblies. All pupils develop an awareness of living in the culturally diverse society that is modern Britain. The school holds a black history week and pupils with a non-white United Kingdom heritage are given good opportunities to celebrate their own cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Since the last inspection, the school has improved most aspects of its provision for the support, guidance and welfare of its pupils, so that they are now cared for very well. Well-trained staff are rigorous in implementing relevant school policies and monitoring pupils' personal development. The very good quality care ensures that pupils see the school as a safe, secure and calm oasis where they can make friends.
33. The headteacher and staff are aware of the community that they serve. They are enthusiastically dedicated to the welfare and education of the pupils. They try to give them stability in their lives, which a number have not experienced previously, but this can only be a passing experience for some pupils, due to their high mobility. All staff have a very detailed knowledge of their pupils, and this often has to extend to the parents and their problems in the community. The headteacher regards the pastoral support of parents as a key part of her job, and devotes considerable time to sustaining them so that pupils can take advantage of the school's education. She is very well supported by the experienced welfare officer, who plays an essential role in giving pupils emotional support when required, as well as acting in a professional counselling role to around one in ten pupils. The school receives satisfactory help from outside agencies, but has needed to become more self-sufficient in its welfare agenda during the last few years. Traveller pupils and those from travelling Showmen's Guild families are well integrated into the school and the school receives good support from Hounslow Traveller Services, although many of these pupils are among those whose education is interrupted by high rates of absence.
34. Pupils with special educational needs are well cared for. There are appropriate procedures in place for assessment, and teachers and support staff know the pupils they work with very well. Pupils' needs are identified quickly when they enter the school and appropriate arrangements are made for the regular review of their progress. Records are well maintained. Good use is made of outside agencies, such as the educational psychological service and the local behaviour support team.
35. The monitoring of the personal development of pupils is good. In the nursery and reception classes, comprehensive records support children very effectively. Teachers, throughout the school, keep detailed records of pupils with personal problems, and these are transferred between teachers at the end of the year. Personal development targets are agreed between teachers and pupils where there are problems, and these are well monitored. From the nursery onwards there is a good identification of pupils with special educational needs and of pupils for whom English is not their mother tongue. The provision for both categories of pupils is good and allows pupils to make good progress. Individual educational plans are reviewed termly, and include measurable and attainable targets. The school works hard to effectively involve parents of pupils with

special educational needs so that they can support their child to the best of their ability.

36. Southville has a good range of relevant and updated support, guidance and welfare policies. They are implemented consistently across the school, with a good understanding by all staff, who are assisted by a good quality staff handbook. The school has achieved a *Healthy Schools* award for its health promotion work.
37. Child protection procedures are very good. The school is very vigilant through the determination of the experienced headteacher and key staff. Staff, including newly-qualified teachers, are well trained in procedures, and receive planned on-going refresher training to keep them up-to-date on child protection issues. The school liaises appropriately with Social Services if there are major problems.
38. Southville has good procedures for monitoring and promoting behaviour. The *Positive Approach to Discipline* programme is consistently applied by well-trained staff, and well accepted by pupils. Pupils and parents quickly realise that there are high expectations for pupils' behaviour. Classroom rules are developed with pupils, and displayed with the school's aims. The school has a simple range of rewards, including the award of a school mug at merit assemblies, which are greatly prized by pupils. Sanctions are relevant to young children with a good involvement of parents at an early stage. The headteacher and staff are very effective in monitoring any poor behaviour in the classroom or school, and have gained the trust of parents. Incidents are few, effectively investigated, and routinely analysed so as to improve the behaviour of individual pupils.
39. Procedures to monitor and promote attendance and punctuality are good, but to date have only stabilised attendance rates at a level that remains well below the national average. The school is trying to raise parents' priorities for the education of their children and gain a greater commitment. Despite the school's major efforts, parents' overseas visits and their values regarding education adversely affect attendance levels. The school has insufficient resources to contact all parents on the first day of absence, but the school staff and the education welfare service are improving their co-ordination and focusing on individual families to improve attendance and punctuality. The school has not previously analysed the effect of high rates of absence on standards of attainment, for example by comparing pupils' test results with their attendance record. This was done for the inspection and confirmed that pupils who miss a lot of school do significantly less well than those who attend regularly. The headteacher has plans now to make greater use of this information in communication with parents.
40. Health and safety procedures are good, but lack sufficient governor involvement. The headteacher is rigorous in producing a safe environment for all pupils and staff, as shown by the average minor accident rate. The school has a sufficient number of qualified first aiders, and good accident procedures are well supported by impressive first aid facilities which give pupils confidence when hurt. The school shows great care when giving pupils any medicines, and in

handing over pupils to parents at the end of the day. Staff explain health and safety issues to pupils before the start of lessons, where necessary, for example in physical education lessons. The school administration makes good use of computers to update all pupil-based information and this is sufficiently accurate and detailed to support medical emergencies.

41. Good use is made by teachers of assessment information to keep track of how much progress pupils are making across the whole range of subjects taught. The cycle of planning, teaching and assessment is well established in the life of the school. As a result all teachers know their pupils' strengths and weaknesses and year group leaders have a clear understanding of how well pupils in the year group as a whole are doing. Assessments are used to contribute to teachers' planning and, as a result, the work teachers provide is generally well matched to pupils' learning needs.
42. Subject co-ordinators know the standards of pupils' work across the school and they collate teachers' weekly plans and detailed evaluations across the range of subjects taught. Since the last inspection, the senior management team have developed a number of systems with which to analyse the information gathered about pupils' progress and learning. Thus they are able to advise teachers on how to make adjustments to planning and target the needs of pupils more accurately.
43. Good use is made of the information collated by support assistants who work with small groups of pupils so that it is possible to see the progress made by individuals measured against specific targets for achievement. The headteacher has a clear overview of the many different strands of assessment in the school and is in the process of working with the senior management team to determine effective means of further developing individual pupil tracking across the infant classes. Having identified that pupils who join the school partway through their education achieve markedly less well than those whose education is more stable, these new arrangements are intended to better enable the school to assess the progress these pupils make during the periods they are in the school and to focus the most appropriate support for them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The last inspection report stated that the full potential of parental involvement was underdeveloped. This is still true. Although the school works hard at encouraging parental support, its efforts to date have had limited positive effects. A significant number of parents are from disadvantaged communities and display a wide variety of individual needs, hopes and expectations for their children's education. Their own poor experiences of school life or their own personal discontentment in the surrounding community can influence their relationship with the school. Despite the school trying to build good links to all parents, some aspects of the parental partnership are unsatisfactory, when seeking parents' involvement, or poor when asking parents to assist with their children's education at home. The information for parents does not fully take account of parents' literacy skills, but is satisfactory.

45. The views of most parents are difficult to assess, as although both the Ofsted meeting and the responses to the parents' questionnaire were exceptionally positive, the meeting was poorly attended and only one in five parents returned their questionnaires. However, inspectors were able to talk to quite a few parents in the school playground. Although many parents lack confidence or give a low priority to the education of their children, overall there is a good level of satisfaction with the school. Most areas show high levels of approval, and the overall satisfaction level has improved markedly since the last inspection. Dissatisfaction levels are very low, and there are no significant parental concerns evident from questionnaires. A few parents expressed dissatisfaction with levels of homework, but the inspection judged that this was satisfactory.
46. The school's aims show that it is keen to develop its partnership with parents. The headteacher and staff enthusiastically continue to try to build links with all parents. They try to work hard with parents, particularly where there are problems, or where pupils have special educational needs or are at an early stage of learning English as an additional language, and in their questionnaire responses all parents described the school as approachable. Traveller and travelling Showmen's Guild parents have especially close links with the school, built over many years. Due to security requirements and the need for a prompt start to the day, parents queue in the school playground, often in inclement weather and with small children, and this limits opportunities for informal communications. Informal communications at the end of the day are better and parents feel valued. Through the use of a community teacher, the school has developed a number of links to parents, such as family literacy and a parent-toddler group, which have the support of a few parents.
47. Parents of pupils with special educational needs are suitably involved in the reviews of their children's progress. Teachers and the special educational needs co-ordinator are regularly available to discuss the needs of individual pupils with their parents. The school has begun to involve parents with children in the nursery at all stages of special educational needs review and appropriately plans to extend this in the near future to the rest of the school.
48. The impact of parents' involvement on the work of the school is unsatisfactory. The *Friends of Southville* has been relaunched to widen its appeal to parents, and provide important funds for the school. At the time of the inspection, there was a vacancy for one parent governor, and positions have in the past been difficult to fill. The school provides resources for stimulating parents' interest in their children's education and developing a more effective partnership, but for the many apathetic parents this has had little effect in bringing them closer to the school.
49. The quality of information for parents is satisfactory, but it is not always easily readable for the many parents for whom English is not their mother tongue or who simply have low literacy skills. Induction procedures to the nursery and reception are sensitive. Both the school prospectus and annual governor's report to parents are satisfactory quality documents, but lack a comparison of Year 2 test results against national averages. The school has sufficient policies

and procedures, and parents could benefit from their display in the school or on the new Internet website. The school newsletter communicates the character of the school regularly. School noticeboards, including outside windows, are used well to communicate with parents. The school's annual reports to parents are satisfactory, with good identification of what the child can do, but use quite a bit of educational jargon. They do not give parents a clear indication of their children's targets for improvement.

50. The contribution of parents to their children's learning is poor. Many parents give a low priority to education, and only become involved when there are problems, rather than to enjoy the school. All parents sign the home-school agreement on their child's joining the school, but many parents do not help the school to improve its attendance and punctuality performance levels. Events which are focused on the parent's children are better attended than more general evenings. Hence, Christmas concerts and open evenings have a satisfactory turnout, but parent information evenings on teaching pupils to read or the annual governors' meeting are very poorly attended. A reducing number of parents help in the school, due to lack of confidence and the heightened security checks. Although parents are given a good view of homework through homework diaries and the school has introduced the English and mathematics homework in Years 1 and 2, staff understand that not all pupils will receive help at home or support pupils where necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. All of the parents who responded to the questionnaire expressed positive views about the leadership and management of the school. The headteacher and deputy head are both relatively new to their roles but have already introduced several initiatives aimed at raising standards; with some evidence of success, since standards seen in the inspection were better than might have been expected from recent test results. The headteacher and deputy head complement each other very effectively, with a clear division of responsibilities but a shared vision for the development of a school where all are fully involved. Leadership is very good. Through good use of assessment information, the school has identified the most appropriate educational priorities and has put in place plans to tackle the issues that it has identified. Having identified, for example, that pupils whose education is interrupted by moving schools part way through their infant education do less well than others, the deputy head has taken on the responsibility of individually assessing these pupils on entry to the school and initiating support to boost their achievement.
52. Under the leadership of the headteacher, the staff work very effectively as a team. The teachers in each year group plan and work well together, class teaching teams involving teachers, nursery nurses and classroom assistants work seamlessly, and the school's policies and procedures are applied consistently. This creates a calm, racially harmonious learning environment for the pupils, which is an important aspect of the ethos of the school. The school has benefited from a much lower turnover of teachers than is commonly found in London and the South East, with several of the teachers, including the

headteacher, joining the school when newly-qualified and staying at the school and taking increasing responsibilities as they become more experienced. The headteacher encourages staff to develop and build their professional expertise, and has, for example, delegated increased responsibility to year group leaders so that they now have a role in leading school development rather than just managing parts of the curriculum.

53. Management is similarly very effective. Most teachers have responsibility for managing a subject or an aspect of the school. Although some are quite new to their present responsibilities, all have a good understanding of the strengths in their subjects and the areas that need improving. The deputy head is also the special educational needs co-ordinator and does a good job in organising the provision for pupils with special educational needs so that they make good progress and are able to benefit from the full range of activities on offer in lessons.
54. Governors fulfil their legal requirements and do a satisfactory job. They are supportive of the school and several, including the chairman, are frequent visitors to school and devote considerable energy to their responsibilities. They have a good understanding of what the school does well and where improvement is needed. However, the governing body has carried a large number of vacancies for a considerable time. At the time of the inspection, there were five vacancies and only eleven serving governors, of whom five are staff at the school. This means that non-staff governors have each to take on a number of different roles and it impedes the effectiveness of the governing body.
55. Educational priorities are supported well through the school's financial planning and are appropriately linked to Southville's two-year school development plan. Specific grants received by the school are used well, and the school has used funds to buy in additional support to meet needs that it has identified and prioritised. For example, recognising the need to improve parents' support for their children's education, the headteacher has taken on a part-time community teacher to work more closely with parents, including those who themselves need learning support. Funding for information and communication technology has been used to ensure that teachers have had appropriate training and to buy a set of laptop computers that can be used at different locations throughout the school. The school has built up a reserve of more than six per cent of its income. This has been in part a buffer against the effects of having a year group go through the school (now the current Year 2) with fewer pupils, and therefore smaller and more expensive classes, than the other year groups.
56. The school applies the principles of *best value* to evaluate what it does well and what can be improved. It has attempted to survey parents' views and pupils are regularly consulted through the School Council. The school makes appropriate use of national and local education authority produced data to compare its performance with that of other schools. It has set itself challenging targets for improvement in test results and in establishing a broad range of learning opportunities for all pupils, including those with special educational needs and those learning English as an additional language. Competitive quotes are appropriately sought for major purchases to ensure value for money.

57. Teaching and learning are now monitored well, with the headteacher, deputy head and year leaders all involved in observing every teacher teach at least once each term. This has contributed to the improvements in teaching and learning since the last inspection. These arrangements also form a key part of the school's arrangements for appraisal and performance management of staff. Many schools suffer from the disruptive effect of a high turnover of teaching staff. The stability of Southville's staffing brings different challenges of which the school is aware and which are reflected in performance management arrangements. The headteacher has reorganised some of the responsibilities of long-serving teachers to broaden their experience and bring fresh perspectives to the management of some subjects. Similarly, governors, conscious of the fact that the headteacher's experience is limited to Southville, have set her a performance target of visiting other schools to evaluate the effectiveness of different approaches to school management.
58. Appropriate use is made of computers and new technology in the day-to-day management of the school, including recording and keeping track of pupils' attendance records. Office staff provide efficient support to the school. Resources for use in teaching are satisfactory in all subjects, and there is a good range of multilingual and foreign language picture books for use by pupils learning English as an additional language. There are currently fewer computers than recommended in government guidelines, but the school has budgeted to increase resources for information and communication technology in the coming year. The accommodation is good. Although classrooms are small, the three classes in each year group are clustered together with each year group having its own shared activity area and a small room that is used as an additional teaching space. In addition to a hall, the school has a large music and drama room, and *Foundation Stage* children have their own outdoor play areas that are separate from the infant playground. The school is able to cater for pupils in wheelchairs.
59. Although the school currently has one temporary teacher covering for the long-term sickness of a permanent member of staff, there is a good match of teaching and non-teaching staff to the demands of the curriculum. There are nursery nurses in each of the reception classes as well as in the nursery. Classroom assistants support pupils' learning and there are some part-time specialist teachers who work with pupils with special educational needs, those at an early stage of learning English as an additional language, and travellers, who are among those whose attendance is very poor and who, as a result, are not achieving as well as they could.
60. Improvement in leadership and management since the last inspection has been very good. The headteacher, staff team and governors share a commitment to school improvement and, as a result, the school's capacity for further improvement is also very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Inspectors have identified the following key issues for action, which match priorities already identified in the school development plan. In order to improve the standard of education provided for pupils, the headteacher, staff and governors should:

(1) Raise standards in writing by:

- (i) providing more opportunities for pupils to practise writing in English and in other subjects
- (ii) reducing the dependence on worksheets to record work
- (iii) making more use of teachers' modelling of good writing, for example, in displays around the school
- (iv) implementing plans to extend opportunities for pupils to further develop their speaking and listening skills as a prelude to more expressive writing
- (v) improving marking so that it gives pupils more guidance on what they need to do to improve, and where comments are made they are followed up.

(paras 4, 17, 20, 23, 75, 77, 78, 80, 81, 83, 87, 101)

(2) Continue to improve communication with parents and to work to involve more parents in supporting their children's education through:

- (i) ensuring that children attend regularly and on time, and demonstrating to parents how missing lessons is impeding their children's progress
- (ii) further encouraging parents to listen to children read at home and support them with their homework
- (iii) improving the presentation of school newsletters and reports to make them more readable
- (iv) making school policies more readily available to parents in the school lobby and on the school's new website.

(paras 4, 8, 39, 44, 49, 50, 59, 74, 79)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the governors' action plan.

- a. Make more use of learning objectives in lessons so that pupils know what they are going to be learning and can discuss with the teacher at the end of lessons whether they have been successful. *(para 20, 87)*
- b. Ensure that pupils do not spend too long sitting passively on the carpet before getting on with other activities. *(paras 8, 20, 63, 83)*
- c. Provide more opportunities for investigative science and for more able pupils to plan their own experiments. *(paras 17, 87, 88)*
- d. Make more use of information and communication technology to support learning in other subjects *(paras 88, 93, 101, 105, 111)*

- e. Broaden membership of the governing body by ensuring that vacancies are filled. (*para 48, 54*)
- f. Review timetables to reduce the necessity to split lessons so that they straddle other lessons or breaktimes, (*para 22, 110*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	28	13	2	0	0
Percentage	2	15	54	25	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points. Percentages may not sum to 100 due to rounding.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	45.5	295
Number of full-time pupils known to be eligible for free school meals	N/a	87

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	14	82

English as an additional language

	No of pupils
Number of pupils learning English as an additional language	52

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	2.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for 2001-02, which is the most recent year for which national comparative data is available.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of <i>Key Stage 1</i> for the latest reporting year	2002	40	44	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	38
	Girls	37	38	43
	Total	65	66	81
Percentage of pupils at NC level 2 or above	School	77 (81)	79 (84)	96 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	36	34
	Girls	37	41	38
	Total	64	77	72
Percentage of pupils at NC level 2 or above	School	76 (83)	92 (89)	86 (90)
	National	85 (85)	89 (89)	89 (89)

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

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
155	0	0
2	0	0
4	0	0
1	0	0
4	0	0
0	0	0
11	0	0
11	0	0
10	0	0
0	0	0
1	0	0
3	0	0
3	0	0
10	0	0
1	0	0
5	0	0
26	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	21.7
Average class size	27.7

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	205

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	30.3
Total number of education support staff	4
Total aggregate hours worked per week	60
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	744,625
Total expenditure	746,373
Expenditure per pupil	2,180
Balance brought forward from previous year	46,303
Balance carried forward to next year	44,554

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

340

Number of questionnaires returned

67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	53	38	0	0	9
My child gets the right amount of work to do at home.	48	32	8	3	8
The teaching is good.	77	18	5	0	0
I am kept well informed about how my child is getting on.	60	34	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	72	24	1	0	3
The school works closely with parents.	58	40	1	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	58	39	1	0	1
The school provides an interesting range of activities outside lessons.	49	31	3	1	15

(Numbers may not sum to 100 due to rounding. Each questionnaire represents more than one percentage point.)

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

62. There is very good provision for children in the *Foundation Stage*. The children come into the nursery in the September after their third birthday and they have skills and knowledge that are well below average. Some children have speech difficulties and many are not able to play with other children, or choose activities without the help of an adult. Quite a few children come from homes where English is not their mother tongue and are at an early stage of learning the language. All of the children transfer to the reception classes in the September of the year in which they will be five years old. During their time in the nursery, the children make very good progress and most are confident and happy. They settle into school routines very quickly. The children continue to make very good progress and, although a significant number will not achieve most of the nationally expected *early learning goals* by the time they go into Year 1, they, nevertheless, achieve very well throughout the *Foundation Stage*.
63. The quality of teaching and learning for all areas of learning in the *Foundation Stage* is very good. The staff work very well as a team and have a very good understanding of how young children learn. The teachers provide a wide variety of activities that are well balanced between those that the children are able to choose for themselves, and those where adults need to directly teach skills and knowledge. This is good improvement since the last inspection, when insufficient time was spent teaching the children the necessary skills and knowledge. Other adults, including nursery nurses, play a valuable part in teaching the children and this results in provision that is well matched to the needs of all, including those with special educational needs and children learning English as an additional language. There are, however, occasions when the children spend too long on the carpet and this results in some fidgety behaviour.
64. The staff in the nursery and reception classes carry out detailed assessments on what the children have learnt, and plan activities that ensure that the children make consistently good progress. Consequently, planning is very good and covers all areas of learning for children in the *Foundation Stage*. Children with special educational needs have good support and children who are learning English as an additional language quickly become accustomed to speaking English confidently. The nursery staff carry out home visits, designed to help the children become used to the adults in the nursery, and this results in the children being happy to come to school.
65. The accommodation for children in the *Foundation Stage* is very good. There is a large open area in the nursery that allows the children to have easy access to a wide range of activities, and in the reception classes there are good shared areas that enable the children to work in lively stimulating rooms.

66. The co-ordination of the *Foundation Stage*, including all of the classes in the reception year, is very good. All the teaching and support staff work very closely together and are constantly reviewing their practice to ensure that all of the children make very good progress.

Personal, social and emotional development

67. The children make very good progress in their personal development, and the teaching is very good. The children quickly become used to school. In the nursery they begin to play together in pairs and staff encourage this through the planning of shared activities, such as role-playing in the “doctor’s surgery”. Further opportunities are provided in the reception classes where the children work together well, both in activities that are led by an adult, and when choosing activities for themselves. The children become increasingly independent, and by the time they leave the reception class, they are able to concentrate for a reasonable length of time and are keen to learn. Those children who have special educational needs make good progress in their emotional development. The staff have a flexible approach to attendance so that children who find it hard to cope with a full session come in for a short while. This means that the children are succeeding in school and have a very positive experience. Behaviour throughout the *Foundation Stage* is very good and this is a direct result of the teachers who have very good management strategies and expect the children to behave well.

Communication, language and literacy

68. The children make good progress in this area of learning because the quality of teaching is very good. When the children come into school, many have difficulties with communicating. Some have speech problems and some have had no access to books and writing equipment. A number come from homes where little English is spoken. The staff ensure that the children have many opportunities to talk with an adult, and with each other, and that appropriate vocabulary is used. This encourages the children to speak and learn new words. A good example of this was a creative activity in the nursery when the children were exploring sand mixed with washing up liquid. Many of the children were delighted with the feel and were able to learn words like *soft* and *bubbly*. In the reception classes, the children have access to a wide range of good books. The children learn to read traditional stories and are given many opportunities to act them out. The children’s vocabulary is extended further as they learn the language of stories and books. The staff give the children many opportunities to practise their writing and correct letter formation is encouraged well. By the time they leave the reception classes, most of the children are beginning to speak confidently and, although, because of their low starting point, many will not achieve the *early learning goals*, most of the children are at least at the early stages of learning to read and write.

Mathematical development

69. The provision for children’s mathematical development is very good. Children make very good progress during the *Foundation Stage*, and by the time they

enter Year 1 many will achieve most of the *early learning goals* for mathematical development. The children count confidently and are beginning, in the reception classes, to understand about addition and subtraction. Mathematical language is used very well and the children learn to use terms such as *bigger than* and *smaller than* appropriately. There are also good links with other areas of learning as the story of *Jack and the Beanstalk* was used very well to illustrate size comparisons. The children learn about shape and many are able to name the four most common shapes by the time they leave the reception class. As with letter formation, the staff encourage children to write numbers correctly so that they have a good start in Year 1.

Knowledge and Understanding of the World

70. Children have many opportunities to explore their growing world and provision in this area is very good. The children use computers confidently and can explain what they have to do. The outside area is used effectively to encourage children to look at the natural world and talk about what they see. The staff provide many opportunities for children to talk about their experiences - for example, how they come to school and what they see - and this further improves children's speaking skills. There are many resources for building models and children confidently choose the bricks or materials they need and work independently. The staff then expect the children to talk about their designs and models, and they respond positively. When talking about birthdays or special celebrations, the children begin to understand about the sequence of events and begin to develop a sense of the past and what is to come.

Physical development

71. The provision for this area of learning is very good and children make very good progress. They learn to use wheeled toys when using the good outdoor area and many become very confident. Staff teach skills such as pencil control and using scissors safely very well. This results in the children being able to form letters and numbers correctly, and being aware of how some tools can be dangerous if not handled properly. The children also learn about keeping well by eating healthy foods, including a daily piece of fruit at break.

Creative development

72. There are many opportunities for the children to use their imaginations, paint and create pieces of art, and to sing aloud for enjoyment. The provision for this area of learning is very good. In the nursery, the children use the role-play areas to begin to act out their experiences. For example, the "doctor's surgery" is used well so that the children can learn about what happens at the doctor's. The staff provide many relevant leaflets in many community languages so that all children and their parents are included.
73. In the reception classes, there is an area given over to creative activities and the children learn about shops and shopping, for example, through well-planned play opportunities. The children sing enthusiastically and use number rhymes to

support their learning in mathematics. The children paint confidently, and in the reception classes they have produced some very thoughtful and good quality paintings of the giant from *Jack and the Beanstalk*.

ENGLISH

74. In the tests taken last year by pupils at the end of Year 2, pupils' results were well below the national average in both reading and writing. No pupils attained above the nationally expected level in writing. However, when compared to similar schools, results were above average in reading, although standards in writing were below average. Nevertheless this represents good achievement overall in English as pupils come into school with well below average skills and knowledge. There is no significant difference in the relative performance of boys compared with girls, but there is marked difference in the results of pupils with good attendance as compared with those pupils who have missed a lot of schooling through absence, or who have had their education interrupted through changes of school. These pupils do not do as well as others and their test results depress the school's overall scores.
75. Standards in work seen were better than might have been expected from last year's test results. They were below average in writing and average in reading. This difference is because the school concentrates on teaching the skills needed for the pupils to become confident readers, and less emphasis is put on teaching writing. There are too few opportunities for the pupils to practise writing skills in other areas of the curriculum: for example, writing accounts in history. Displays around the school are stimulating and informative, but few contain adult writing, with captions being word-processed. This means that there are too few adult writing examples for the pupils to see. Speaking and listening skills are below average, and the school has identified as a priority the need to improve these skills as a means of improving writing.
76. The quality of teaching and learning in English is good. The teachers now use every opportunity to encourage speaking and listening skills and this results in the pupils being attentive and speaking confidently. For example, in a Year 2 mathematics lesson the teacher expected the class to give clear explanations as to how they added two numbers together. Pupils responded well and spoke confidently. Reading is particularly well taught. All pupils read regularly to adults, some of whom are volunteers, and this results in good achievement in reading. Teachers emphasise the skills needed to tackle unfamiliar words and pupils are able to use a range of strategies to read quite complicated texts. For example, pupils in Year 1 learnt about a range of sounds that go together to make a *cluster* and they were then able to identify words that begin with 'sn', like *snow*. This was made particularly relevant as the snow began to fall as if to reinforce learning.
77. The teaching of writing is satisfactory. Pupils learn to form letters correctly and begin to write in a joined style. However, the opportunities to write are too limited and do not give the pupils sufficient chances to have a go at writing for themselves. There are too many examples of teachers using worksheets instead of allowing pupils to record for themselves. In some lessons teachers did write

for and with the pupils and this raised the standard of writing in that lesson. A good example of this was in a Year 2 lesson, where the teacher wanted the pupils to think about a character in *The Pied Piper of Hamelin*. The teacher discussed the book with the pupils and wrote with them on the board. The class then attempted this on their own and produced some very thoughtful work. In this lesson, they got a lot of writing done, but this is not always the case. Marking in books is generally good, with encouragement and ideas for pupils to improve their work. However, these suggestions are not always followed up and some work remains unfinished. Pupils with special educational needs are well supported in class and make similarly good progress overall as others.

78. English is well led and managed in the school. The school has already identified the need to give priority to raising standards in writing, with plans to extend opportunities for pupils to improve their speaking and listening skills as a first step towards this. Many initiatives have been implemented and this has resulted in the recent improvement in standards, particularly in reading. These initiatives have included working with the adjoining junior school to which pupils transfer at the start of Year 3, so that junior pupils in Year 5 read with infant pupils in Year 2, and the *Reading Is Fundamental* project which has enabled many pupils to have books at home to share with their parents. Satisfactory use is made of information and communication technology within English, with pupils carrying out some simple word processing tasks on both classroom computers and the laptops that are shared across the school. There has been good improvement since the last inspection.

MATHEMATICS

79. Results in the national tests at the end of Year 2 are in line with the national average and well above average when compared with similar schools. Pupils make good progress in mathematics through the infants and their achievement in the subject is good. There is no significant difference in the relative performance of boys compared with girls, but there is significant difference between the results of pupils with good attendance and those of pupils who have missed a lot of lessons through absence, or who have had their education interrupted through changes of school.
80. In Year 1, pupils' number skills are broadly in line with national expectations. They make good progress and achievement over time is good. Pupils read, order, sequence, add and subtract numbers to 10 and match two-dimensional and basic three-dimensional shapes. They continue repeating patterns and predict what comes next, with numbers, colour and shape. Pupils have a good working knowledge of mathematical vocabulary, comparing, for example, similarities and differences between shapes and objects using the terms *long* and *short* and *heavy* and *light*. By Year 2, pupils tell the time for *o'clock*, *half past* and *quarter past*. They count, add and subtract numbers to 100. They measure using standard and non-standard units and can name and describe a variety of two and three-dimensional shapes. The majority count on and back confidently in 2s, 3s, 5s and 10s and halve and double one-digit numbers. Pupils use number facts to solve a wide variety of mental maths problems, using, for example, knowledge of near doubles to find the answer to money problems. A

lot of work, however, is recorded on printed worksheets which limit the opportunities for pupils to practise and develop independent recording skills in numeracy.

81. The quality of teaching and learning in mathematics is good overall. Teachers have a good knowledge of the subject and explain to pupils exactly what and how they will be learning. Teachers summarise and build on learning from previous lessons and, as a result, pupils use prior learning to build new skills. Teachers work from very detailed plans which take into account the range of pupils' abilities and the different ways in which pupils learn. Activities are well matched to pupils' different learning needs and, as a result, *all* pupils make good progress through lessons. Teachers use questions to good effect to gauge pupils' levels of understanding. For example, in a Year 2 lesson on money, the teacher asked a pupil to explain how they arrived at a particular answer to a problem. From the pupil's detailed answer, the teacher was able to assess what the pupil understood and change her teaching input to focus on what the pupil needed to learn next in order to succeed. Learning support assistants work closely with the teachers and are effective in supporting small groups of pupils with special educational needs. Teachers mark pupils' work accurately in all classes, which gives them a clear understanding of what the pupils can do. Consequently, teachers planning for pupils' future learning is effective. Marking does not, however, always give enough feedback to pupils on what they need to do to further improve their work.
82. When pupils make errors in calculations the teacher gives direct support and encourages them to solve their own problems using the skills they already have. Teachers use praise effectively to spur pupils on in their learning and this results in pupils confidently contributing to discussion. Pupils are very supportive of each other's learning and spontaneously praise each other when they do well. Pupils enjoy discussing their work with each other in group sessions and they use mathematical vocabulary confidently. Teachers frequently check pupils' understanding of the work, which ensures that all pupils make good progress through lessons. Good use is made of the time at the end of lessons to check on, consolidate and reinforce pupils' learning. Subsequently, teachers modify their plans for future lessons. Satisfactory use is made of information and communication technology, with computers used to practise mathematical skills through number games, which the pupils find entertaining.
83. Where teaching is less effective, teachers do not specifically explain the concepts being taught and do not give clear enough instructions to the pupils. As a result pupils become unfocused and do not make as much progress as they might in the lesson. Sometimes a hindrance to pupils making the best use of their time in lessons is the amount of time they spend on the carpet. Where this is the case, some pupils lose concentration. Pupils' work is often worksheet based and there is very little recorded work in maths books. As a result, pupils do not have sufficient practice in recording their own calculations.
84. The management of mathematics is good. The co-ordinator monitors teachers' plans for pupils' learning and provides feedback to colleagues on the quality of the plans. Consequently, lessons are well matched to pupils' learning needs.

The curriculum is well organised and teachers in the same year groups plan together to ensure that pupils are taught the same curriculum. The co-ordinator has observed colleagues teaching and has a clear picture of the strengths and weaknesses in teaching in mathematics. As a result she has devised a training and development schedule for herself and other colleagues in the school. There has been good maintenance of standards and achievement since the last inspection.

SCIENCE

85. There are no national tests in science at the end of Year 2, but in the 2002 teacher assessments of pupils, the percentage who reached the nationally expected level was only very slightly below the national average. In comparison with similar schools, however, the percentages reaching both the expected level and the higher level were average. There has been a recent focus on raising standards in science and current standards are average overall. However, standards in investigative science are relatively lower than in the more knowledge-based strands of the subject. In many cases, also, pupils' scientific vocabulary is not well developed. Pupils enter Year 1 with below average knowledge and understanding and, therefore, their overall achievement in science is good. The current standards in science are similar to those reported at the time of the last inspection.
86. Most Year 1 pupils can suggest appropriate words to describe the sounds made by different percussion instruments. Some can distinguish between low and high sounds, but few between long and short ones. The majority can identify sources of light during the day and the night and are aware that the sun is a star. They also have a good understanding of which foods contribute to healthy teeth and which are harmful to them. Year 2 pupils can classify different materials according to properties such as texture, and whether they are natural or manufactured. Most can make simple but accurate predictions about what will happen when chocolate is heated. However, a substantial minority is unable to make relevant predictions regarding the outcomes of heating other substances such as water, bread, clay and wax, and few can explain the reasoning behind their predictions. More able Year 2 pupils understand the impact of switches on a simple circuit and are aware of which materials conduct electricity. Most pupils of all levels of attainment are able to draw simple but accurate electrical circuits.
87. Teaching is good overall. Methods are generally varied – providing pupils with a mixture of teacher-led introduction, discussion and practical activities. This keeps the pupils interested and impacts well on the development of their scientific knowledge and understanding. Pupils are well managed. Objectives are sometimes discussed at the beginning of a lesson, so that pupils are clear about what they are intended to learn, and re-visited at the end for them to assess how much they have achieved. However, this does not happen in all lessons. The main weakness in teaching science at the school - noted in lessons and in the scrutiny of previous work - is that tasks set are not always matched closely enough to the attainment of different groups of pupils in a class. This detracts from the potential achievement of pupils of all levels of ability – particularly in investigative science. Also, pupils – particularly the more able –

are not given enough say over the design of their investigations, with the latter generally being too teacher directed. Again, this impacts adversely on the standards that could be reached in investigative science.

88. Curriculum planning is good overall. Teachers plan together effectively so that pupils in different classes within a year group get equal coverage of the subject. The school is fully aware of the relative weakness of investigative science and has already begun to address them. For example, staff training and a greater assessment focus on this area are planned. Little use of information and communication technology to support science was seen during the inspection. The school plans to develop this aspect further in the future and has recently purchased a microscope linked to a computer to promote it. The recently appointed co-ordinator is knowledgeable and very enthusiastic. There has been good maintenance of standards of achievement since the last inspection and the school has a good capacity for taking the subject forward in the future. An after-school science club - run by the co-ordinator - contributes well to the enrichment of its members' scientific knowledge and experience.

ART AND DESIGN

89. Pupils attain standards that are in line with national expectations. This represents good achievement. In Year 1, pupils look at and discuss multicultural art and transfer the style of painting to their own representation of an animal form. Pupils use paint carefully and choose colours in keeping with the style of art they study. They reflect on the quality of their own and each others' work. In Year 2, pupils work on seascapes, having discussed several well-known "Old Masters" paintings. They are encouraged to talk in detail about the quality of light in the painting, the intensity of colour and how the artist has created the effect of movement in the water. Pupils work on colour, tone and line to produce their own pictures. All pupils talk constructively about the quality of their own and each other's work, making suggestions for improvements.
90. Although only a small number of lessons were seen, it is evident from pupils' work and the progress they make that the quality of teaching and learning in art and design are good. A wide range of pupils' art work, from various cultural backgrounds in a variety of media and styles, is on display around the school. There is a good balance between two-dimensional and three-dimensional work. Recent work with a sculptor resulted in the completion of a piece of work for the Thames Festival, giving pupils the opportunity to work with a professional artist and clear understanding of the process of design and production of a finished piece of art work. Links with information and communication technology are developing through the use of the program *Dazzle™* where pupils manipulate different forms, tones and hues to produce a design.
91. The subject is very well led and managed and the co-ordinator has considerable expertise in the subject, which she readily shares with colleagues at the planning, teaching and assessment stages of pupils' learning. Resources are well organised and support the demands of the lessons that are taught. Standards of attainment and achievement have been maintained well since the last inspection.

DESIGN AND TECHNOLOGY

92. From looking at the evidence of pupils' work, standards are in line with national expectations. Pupils make good progress through the school and their achievement is good. In Year 1, pupils work confidently with scissors and talk about how they might improve their finished products, for example in making birthday cards with figures that can be moved with sliders. In Year 2, pupils are challenged to solve real life problems through their work. For example, pupils make a car chassis complete with rotating wheels on an axle. Pupils use different techniques to join two surfaces and discuss which materials are more suited to the task than others. Pupils carefully plan what to do next to complete their model and they make good progress in their work. Pupils suggest to each other the ways in which their work might be improved and developed, for example suggesting how they might make a model space buggy from the car prototype.
93. Too few lessons were observed to make an overall judgement on the quality of teaching. However, in both year groups, teachers use questions to good effect and help pupils think carefully about the next steps in their learning. As a result, pupils make good progress and respond well to their teacher's challenges. Inspectors saw little use of information and communication technology in the subject.
94. The co-ordinator has taken over the subject this year and has made significant improvement to the development plan for the subject, ensuring that the subject is systematically taught to pupils in each year group. This compares favourably with the last inspection. Plans ensure that pupils have the opportunity to see a design idea through from start to finish and have a good sense of achievement. Well-focused teaching ensures that pupils consolidate and develop their practical skills. The subject is well led and managed and resources available to support pupils' work are good.

GEOGRAPHY

95. Standards in geography at the end of Year 2 are at the nationally expected level and pupils' achievement is good. The school's provision for the subject fully meets statutory requirements. These findings are similar to those of the last inspection. Year 1 pupils successfully compare aspects of life in hot countries with those in a cold one. For example, they look at shopping routines in India and compare these with those in England. Most can use a series of secondary sources such as books and photographs to find out information about Australian wildlife, terrain and architecture. They can name and locate the constituent countries of the United Kingdom on a map and construct simple maps of their own which identify key features of familiar places – such as the school and its environment. A significant number, however, are unable to identify a major foreign country that they have studied on a map of the world. Through the study of a contrasting British locality – in rural Scotland – Year 2 pupils are beginning to understand the nature of social change that can be brought about by improving the communication between a remote island and the mainland. Some

are less secure about the use of land and other features of the island. Year 2 pupils are also developing appropriate geographical skills, being able, for example, to locate features on a simple grid.

96. Teaching was good in one of the three geography lessons seen during the inspection and satisfactory in the other two. Methods are sound overall. However, whole-class discussions sometimes go on too long - resulting in pupils losing interest. Also some follow-up tasks lack structure, which adversely impacts on some pupils' pace of learning. Conversely, initial teaching input is regularly stimulating for the pupils and resources are used to good effect to interest and inform them. Management of pupils is a strength of the teaching. This has a positive effect on attitudes, behaviour and relationships. The needs of pupils with special educational needs are recognised in planning, and provision for them is good, ensuring that they are fully included in all aspects of geography lessons and make good progress.
97. There is some use of information and communication technology to support geography, with computer programs being used, for example, to create maps. Planning is appropriately based on national guidelines and there are relevant procedures in place for assessing pupils' attainment and monitoring their progress. The local area and further afield are used as extra resources to support the subject. Geography is well co-ordinated.

HISTORY

98. By the end of Year 2, standards in history are at the nationally expected level and pupils' achievement is good. This is a significant improvement on the findings of the previous inspection – which judged standards and progress in the subject to be unsatisfactory and identified it as a key issue. Year 1 pupils compare Victorian kitchens with modern ones as part of a topic exploring houses and homes through the ages. Year 2 pupils have a sound knowledge of the lives of a range of famous personalities from the past, including Christopher Columbus, the young Queen Elizabeth I, Guy Fawkes, Florence Nightingale, and Mary Seacole, the 19th century Jamaican who voluntarily nursed wounded British soldiers during the Crimean War. They successfully research into the history of bicycles – using information provided by their teacher. They can discuss the different features of these early machines using appropriate historical terminology, although many find difficulty in recording their findings. Pupils' work in history often links well with that in other subjects. For example, as part of a study into the history of printing, pupils produced illuminated letters and attempted to recreate examples of Mesopotamian pictograms and cuneiform in clay.
99. It was only possible to observe one history lesson during the course of the inspection and no judgement can be made about the overall quality of teaching. In the one lesson seen, teaching was sound. Planning for history is effective. It includes elements of a national scheme of work and is broad and balanced, ensuring that pupils gain appropriately in historical knowledge and skills as they proceed through the school. There are detailed termly evaluations of the work carried out in history, which enable the school to keep track of individual pupils' progress. There is some use of information and communication technology to support history with, for example, the Internet being used to find information. The subject is well co-ordinated and now has an appropriately high profile in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. By the end of Year 2 pupils reach standards in information and communication technology that are in line with those expected nationally. This is good achievement for the pupils as many do not have a computer at home and come into school with few skills. Pupils in Year 1 enjoy using art programs to design wallpaper. They are able to write their names, changing the colour of the text and the style of the font. By Year 2, pupils are able to program a model to move to a given set of commands. Pupils talk very enthusiastically about their abilities and are keen to use the laptop computers during lessons.
101. There were no information and communication technology lessons seen during the inspection, but there were many examples of computers being used during lessons and information and communication technology is increasingly being used to support and extend learning in other subjects, for example through using the Internet for research. Pupils are confident when using the computers. In a Year 2 religious education lesson, for example, one child finished his work on rosary beads early, and went to a computer and produced a picture of a rosary

using a relevant program. The art program *Dazzle™* is used well so that pupils are able to produce some thoughtful work. Nevertheless, some opportunities are missed for making greater use of information and communication technology to support pupils' learning in other subjects, including writing.

102. Information and communication technology is well co-ordinated in the school. Standards are similar to those reported in the last inspection and resources are much improved, with further plans in hand to extend the number of computers available, in line with recommended national guidelines. There is no computer suite, but the school has invested in laptop computers so that pupils can use these in class and in the shared areas that link the three classes in each year group.

MUSIC

103. By the time they are in Year 2, pupils attain standards in music that are in line with national expectations. This represents good achievement, as many enter Year 1 with musical skills that are below those expected. Pupils in Year 1 sing very well during whole-year singing time and pupils in Year 2 are beginning to compose their own music to accompany stories like *Sleeping Beauty*.
104. There were few music lessons seen during the inspection and so it is not possible to judge the standard of teaching overall. However, in the three lessons seen, teaching was good in one lesson and satisfactory in the other two. Teachers had good subject knowledge and encouraged pupils of all abilities to fully participate in the group activities. The pupils know the names of many of the wide range of musical instruments and choose appropriately those that would make a good sound for their composition. A notable feature was the sensible way pupils used the percussion instruments, taking turns and listening carefully to each other's performance. In a Year 2 lesson, the teacher did not have to give any instructions to pupils not to fiddle with their instruments while others were playing.
105. Music is well co-ordinated in the school. The co-ordinator is very knowledgeable and provides much support for her colleagues. Many of the staff have musical talents and this means that all pupils have good opportunities to sing and participate in activities such as the choir that performs at musical events. Resources for music are satisfactory, with, for example, a reasonable range of untuned percussion instruments, although little use is made of information and communication technology to support pupils' learning.

PHYSICAL EDUCATION

106. A small number of lessons, all gymnastics, were seen during the course of the inspection. Because inspectors did not have the opportunity to see the full range of physical education activities, and it was not possible to make judgements by looking at past work, inspectors cannot judge standards overall in this subject. Standards of work seen in gymnastics in Year 1 were average and in Year 2 standards were above national expectations, maintaining the good standards seen in the last inspection.

107. Throughout the school, pupils build effectively on skills they have gained in earlier years. Where teaching is good, the teacher works from a detailed plan and clearly explains the activities to the pupils. For example, in a Year 2 class the teacher explained the importance of the warm up before the start of the lesson and pupils put this into practice through a learnt sequence of low-impact aerobic activities. The routine of the lesson was well established and there was a tangible sense of confidence and enjoyment among all pupils which led to a high standard of work being produced. The teacher shared her high expectations for performance and behaviour with the pupils and, as a result, pupils tried hard. Pupils were creative and imaginative in how they chose to move around the floor and small apparatus, varying pace and quality of their movements. The teacher used praise effectively to encourage the pupils and to get them to talk about the quality of their movements. Pupils are given ample opportunity to look at each other's work and reflect on their own, so that they make improvements to their performance. In all lessons, pupils handle the apparatus for gymnastics lessons safely and competently. Where teaching was less effective, there was little demand made of the pupils and they were not challenged to extend or develop their skills, knowledge or understanding. As a result, they made insufficient progress.

108. The subject is well led and managed across the school. The co-ordinator has a clear view of the strengths and areas for development in the subject. There is a detailed action plan to guide future training for colleagues and future purchase of resources with which to teach the subject. The co-ordinator has worked with local education authority advisory staff to ensure her own skills, knowledge and understanding are up to date, and has worked hard to disseminate her findings amongst colleagues. The co-ordinator has observed colleagues teaching throughout the infants and has fed back to improve teachers' skills and knowledge of the subject.

RELIGIOUS EDUCATION

109. Standards in religious education meet the requirements of the locally agreed syllabus by the end of Year 2, and pupils' achievement is good. Pupils have a sound knowledge of a good range of major world religions, including Christianity, and there was also some evidence of them being able to reflect on or explore deeper questions of identity, meanings and values – and so learn from religion. The findings are similar to those of the last inspection. Year 1 pupils are able to retell some familiar Bible stories such as the parable of *the lost sheep* and the adventure of *Jonah and the whale*, know the five special signs associated with the Sikh religion and are beginning to appreciate that some books are special to specific groups of people. More able pupils have a growing awareness of the meaning of religious artefacts, such as rosary beads, for believers. Year 2 pupils confidently discuss things that make them feel happy or sad and are able to express their feelings, quite poignantly, about death – to which many have an unusually open approach. Some, however, find it harder to define in any depth things or events that make them feel 'special'.

110. Teaching and learning are good overall. A good range of methods are employed to make the work interesting for the pupils – although from time to time a lesson is split into two parts with another subject being delivered in between. This adversely affects pupils' pace of learning. Lessons are frequently well introduced and stories told in an inspiring way. Explanations are clear and frequently linked to previous learning and lesson objectives – ensuring that the pupils are fully aware of what they have already learned and what they are going to learn next. Resources are used effectively to gain the pupils' interest and to support their knowledge and understanding. Tasks and concepts being covered are often challenging and force the pupils to think deeply about the topic they are discussing.
111. Planning for religious education is appropriate and fully meets the requirements of the locally agreed syllabus. There are regular assessments of the work covered and of pupils' individual achievements. The use of information and communication technology to support religious education is insufficiently developed at present – but the co-ordinator, who is very knowledgeable, has plans to rectify this in the near future. Assemblies frequently contribute to the development of pupils' knowledge and understanding in religious education, while visits to places of worship such as churches and Sikh temples have also been a valuable resource for learning.