

INSPECTION REPORT

SIR JOHN HERON PRIMARY SCHOOL

Manor Park, London

LEA area: Newham

Unique reference number: 132789

Headteacher: Rani Karim

Reporting inspector: Mr J Donnelly

23637

Dates of inspection: 9th – 12th September 2002

Inspection number: 249002

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	School Road Manor Park London
Postcode:	E12 5PY
Telephone number:	020 8514 9860
Fax number:	020 8514 9862
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Smith

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J D Donnelly	Registered inspector	Mathematics History Information and communication technology Physical education	Information about the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed? What the school should do to improve further?
9974	D Singh	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
22058	C Richardson	Team inspector	English Geography Music Religious education Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils?
3574	K Singh	Team inspector	Areas of learning for children in the Foundation Stage Science Art and design Design and technology The provision for pupils with English as an additional language	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19 - 22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sir John Heron School is a new two-form entry school with a self-contained nursery, which opened in September 2001. The school is situated in the London Borough of Newham and is part of a local Education Action Zone. The current intake reflects the mixed socio-economic diversity of the neighbourhood. Attainment on entry is below average. During the week of the inspection there were 147 pupils on roll, which is below average for a primary school but is due to grow to over 450. Currently there are 77 boys and 70 girls. There are 60 pupils in the two reception classes, 60 part-time children in the nursery class and 60 pupils are taught in two Year 1 classes. The pupils taught in one Year 3 class have transferred from a couple of different infant schools as a result of rising rolls. All pupils had been in school four days prior to the inspection. Just under half of the teachers and support staff and all Year 3 pupils are new to the school. The majority of pupils are from diverse ethnic backgrounds. There are nine different languages spoken at the school and many older siblings and family friends translate on behalf of their parents, some of whom are not fluent in English. Fifty-seven pupils have English as an additional language and a few of these are given additional support, as they are at an early stage of language development. The rate of pupil mobility at 34 per cent is high. A number of pupils have special educational needs, which is above the national average. The school is the designated resource for pupils with "physical and medical" needs. These pupils also have profound and multiple learning difficulties and they are taught in mainstream classes with their peers. The number of pupils eligible for free school meals is also well above the national average.

HOW GOOD THE SCHOOL IS

This is a good school and meets the needs of all of its pupils well. All pupils make good progress. The quality of teaching is good. This is a very new school and as a result some aspects of development are at an early stage. The school recognises this and has a plan clearly showing how developments are expected to take place in the future. The leadership and management are good and overall the school provides good value for money.

What the school does well

- Pupils make good progress in English, mathematics and science.
- Provision in the nursery is very good.
- Good teaching ensures that pupils' good attitudes and enthusiasm for school have a positive impact on their learning.
- Leadership by the senior management team and the headteacher is good.
- There is good communication with parents.
- The provision for pupils with profound and multiple learning needs is very good.

What could be improved

- The range of oral questioning to pupils so they have to give extended answers to improve their language skills further.
- Attendance. The number of pupils taking holidays in term time is too high.
- The role of the governing body in weighing up decisions taken to ensure pupils are benefiting from the resources available.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

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

STANDARDS

There are no national test results with which comparisons with other schools can be made. During the summer of 2003 the pupils in Year 1 at the time of the inspection, will be the first from the school to take the national tests for seven-year-olds. The results of the oldest pupils, those in Year 3 who have just transferred from a variety of infant schools, indicate that the standards achieved are below the average nationally and some well below. The school is looking to set suitably challenging individual targets for attainment in English and mathematics for all pupils as well as the current Year 1. Inspection findings indicate that by the time pupils take the tests overall aged seven, attainment is likely to be close to that expected for their age and for those aged 11 in 2006, there is insufficient evidence to make a judgement.

Children currently in the nursery and reception classes make good progress in lessons, but it is unlikely that they will reach expected levels when they leave reception, due to their low starting points and for some children their language problems. Standards in English, mathematics and science and information and communication technology in Years 1 and 3 are below national expectations. So far progress has been satisfactory but in individual lessons, pupils are doing well and making good progress in their learning.

PUPILS' ATTITUDES AND VALUES

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

TEACHING AND LEARNING

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

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

Teaching and learning are good. There are no instances of unsatisfactory practice - in fact much of the teaching is good and sometimes very good or excellent, leading to good progress and learning in lessons.

Teachers have a good understanding of the curriculum in the reception and nursery classes and of the early learning goals expected of this age group. They apply these effectively and this makes a significant contribution to the good progress children make.

The quality of teaching is good in all areas of learning in the nursery and reception classes. The quality of teaching in English and mathematics is good. The teaching of literacy and numeracy to the oldest pupils in other subjects across the curriculum is satisfactory. The school meets the needs of its pupils effectively. Good provision is made for most pupils who have special educational needs, English as an additional language and very good for those with multiple and profound needs.

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

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

The school is aware that currently, there are insufficient opportunities for pupils to improve their listening and speaking skills in small groups and is working hard to extend the quality of questioning to further stimulate their curiosity.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good in nursery and reception classes. It is satisfactory overall. Teachers work together closely under the leadership of the deputy headteacher to plan the curriculum. This ensures that transition between classes and between the nursery and reception classes and the National Curriculum is smooth. Statutory requirements are met
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They make good progress towards the targets on their individual education plans because of the good teaching they receive and the thoughtful planning of their targets. This enables them to grow in confidence and self-esteem. Pupils with profound and multiple needs make very good progress because of the very skilled use of specialist resources and high quality teaching and attention from adults. The school makes good use of assessment information for target setting on individual education plans and for the formation of groups. The result is that pupils who need additional support are identified as soon as possible.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. They make good progress and attain standards that are similar to other pupils throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for this aspect of development is good overall. These aspects are central to the aims and ethos of the school and they are promoted very effectively.
How well the school cares for its pupils	Procedures for child protection, health and safety and monitoring the academic performance and personal development of pupils are good. Teachers assess pupils' performance thoroughly and use the information they gather effectively to set targets to ensure pupils make appropriate progress.
How well the school works in partnership with parents	There is a good partnership with children's parents and the school works very closely with them. They are made to feel very welcome when they

	visit and they are encouraged to play an active part in the life of the school.
--	---

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher and deputy is good and they have been very successful in developing an effective team of hard working and committed staff. The aims and values of the school are very well reflected in practice and the positive, challenging, learning environment is central to the school's success. The senior management team has been very successful in setting up new procedures and practices from scratch in a new school.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties effectively. Procedures for financial management are sound. The role of individual governors in shaping the direction of the school and in providing support is very good. However the governing body does not yet take stock of its spending decisions with regards to ensuring that monies are spent wisely or its contribution to pupils' learning.
The school's evaluation of its performance	The headteacher and deputy headteacher regularly observe lessons in order to improve the quality of teaching. They are successfully developing an ethos in which all staff are committed to constant improvement following the analysis of their performance.
The strategic use of resources	Resources are used well and this has a positive impact on the progress pupils make.

Staffing is appropriate to the number of pupils in the school and the accommodation is good.

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 the school. • The school expects their children to work hard. • They feel comfortable when approaching the school. • Their children are making good progress. • The quality of teaching is good. 	<ul style="list-style-type: none"> • The range of activities provided by the school.

The inspection team agrees with the positive views of parents and carers stated above. However, inspectors judged that the school provides an interesting and stimulating range of activities for its pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children currently in the nursery and reception classes make good progress in lessons, but it is unlikely that they will reach expected levels when they leave reception, due to their low starting points and for some children their language problems.
2. No pupils have taken the national tests at the school yet and therefore no results are available.
3. Pupils in Year 1 and Year 3 have been in school for a week and there is little work available to assess standards. Progress in the lessons observed is good because of the good teaching but indications are that overall standards in English, mathematics and science are below average in both Year 1 and Year 3. However, the majority of pupils, including those who are learning English as an additional language and who have special educational needs, make good progress in lessons and achieve well in lessons. So far, and based on very little evidence, the inspection team judged that achievement is at least satisfactory. There are several factors which contribute to the good progress in lessons. These include:
 - the good preparation for the new classes;
 - priorities in the School Development Plan are appropriate and include training for staff and the provision of additional resources;
 - comprehensive planning for literacy and numeracy so that tasks match pupils' abilities well.
 - good teaching of the literacy and numeracy framework;
 - very good use of staff to target groups for additional support, including pupils who are learning English as a second language or have special educational needs; and
 - the management of behaviour is consistent and effective.

Areas for development to raise standards further include to:

- provide more opportunities for pupils to improve their speaking and listening skills in drama and small group activities;
 - extend pupils' answers to questions and stimulate their curiosity;
 - provide a structured focus on the learning of mathematical and scientific vocabulary; and
 - improve pupils' handwriting and presentation of work.
4. Standards in all other subjects where it was possible to make a judgement are average in Year 1 and Year 3 with some good work seen in religious education in Year 3. Pupils with English as an additional language also make good progress and from different ethnic backgrounds all achieve equally well. The inclusive and supportive atmosphere in the school has a major impact upon the progress these children and pupils with special educational needs make in school. Pupils with special educational needs are fully included in all aspects of the school's life. There are individually appropriate and challenging activities for higher attaining pupils in most lessons. There are no differences in achievement between boys and girls.
 5. Pupils with learning difficulties make good progress towards the targets on their individual education plans because of the good teaching they receive and the thoughtful planning of their targets. This enables them to grow in confidence and self-esteem. Pupils with profound and multiple learning difficulties make very good progress because of the very skilled use of specialist resources and high quality teaching and attention from adults.

Pupils' attitudes, values and personal development

6. Most pupils, including children in the nursery, respond effectively to learning and have a positive attitude to school. Pupils listen attentively to teachers' instructions, are keen to answer questions

and work well in small groups sharing ideas and information. Most concentrate well and enjoy the challenge of new tasks. When opportunities are provided pupils make good use of their initiative and adopt a responsible attitudes to learning. This was particularly evident in a whole school assembly where pupils were observed lighting candles and reading passages to commemorate the events of September 11. Pupils spoke emotionally about the devastating events and clearly understood the implications of the events on other human beings. Some strongly condemned the perpetrators and displayed a strong sense of justice. Most pupils promoted the message of love, friendship and forgiveness. The school continues to promote the cultural traditions of their pupils and values their contribution and this ensures they are an integral part of the school community. Inspection evidence indicates that pupils have a positive attitude towards teachers and value the teaching. Pupils actively participate in extra curricular activities including choir practice and value the time their teachers give to other activities such as swimming. They speak proudly of their school and respect and value its resources.

7. Parents' positive views about behaviour are confirmed by the inspection. Standards of behaviour and in around the school are good. Pupils and children behave well in lessons. Pupils have a clear understanding of right and wrong and most observe the school rules. Pupils move around the school in an orderly manner and show consideration for other users. In the dining room pupils make effective use of their leisure time and are polite, friendly and welcoming to all adults, particularly visitors. The playground is a friendly place and the behaviour is good. There are no visible signs of bullying. Occasional disagreements between pupils are dealt with fairly by staff. Organised play activity supports good behaviour and helps children and pupils to make informed choices, creating a harmonious learning environment for learning.
8. Relationships are good. They support the effective social interaction between pupils and with teachers. Staff encourage good race relations and as a result constructive and purposeful friendships across racial boundaries are evident. This complements the positive interaction between boys and girls, as well between able and disabled pupils. These good relationships mean that there have been no exclusions in recent years. Pupils enjoy learning as a multiracial community.
9. There are sound opportunities for pupils to serve their school community. Throughout the inspection pupils were observed taking registers back to the office and helping teachers with chores in the classroom. Pupils enjoy helping teachers and exercise their duties with pride and enthusiasm and this also raises their confidence and self esteem.
10. Attendance is unsatisfactory, but continues to improve. The improvements are due to the hard work of the headteacher, acting head, staff and the new educational welfare officer. They work rigorously to ensure that pupils attend regularly and on time. Action is taken against those parents who take extended family holidays during term time and surgeries are being set up to advise those parents who condone absences. Full and improved attendance continues to be rewarded. Registers are taken at the beginning of each session and comply with statutory requirements. However, levels of unauthorised absence are still well above the national level, but there is evidence of some improvement. More parents report reasons for absence and realise the adverse effect of absence on their child's learning, progress, and their personal and social development. Punctuality is sometimes unsatisfactory for pupils who rely on their parents to accompany them to school, especially those in reception. Poor time keeping causes problems, disrupts learning and sets negative examples for pupils to follow. The school is aware of the issue and is working to discourage poor time keeping.

HOW WELL ARE PUPILS TAUGHT?

11. Throughout the school teaching and learning are good. Teachers' planning in all aspects of their work is good. Teaching is often very good in the nursery and reception classes. Throughout the school a good proportion of the teaching is very good, leading to very good progress in those lessons. No unsatisfactory lessons were observed.

12. Teachers have a good understanding of how younger children learn in the nursery and reception classes and of the standards expected of this age group. They apply these effectively and this makes a significant contribution to the good progress children make. Teachers and their assistants from the nursery work closely with their colleagues from the reception classes. This link ensures that children progress smoothly between the stages of their education and they continue to make good progress. Teachers set clear objectives for the children's learning and have high expectations of how well they will achieve. Children respond well in lessons by sustaining their concentration for long periods of time and behaving well. As a result children feel secure, they are keen to learn and they take full advantage of the well-planned activities. The quality and range of activities provided by teachers are good. These planned activities are matched well to children's needs and abilities in order to ensure that children learn and achieve effectively. Additional teachers and nursery nurses make a good contribution to the progress children make and to the good standards they achieve.
13. In English, overall, the quality of teaching and learning is good. Lessons are well planned and have clear learning objectives. Teaching has a lively pace and good use is made of a range of teaching strategies to maintain pupils' interest. Teachers use the structure of the literacy hour appropriately and skillfully use a range of open-ended questions to enable pupils to respond at the appropriate level. Their good relationships with pupils, their good knowledge of pupils' attainment and the provision of suitable work have a direct impact on the progress in lessons. Teachers' management of pupils is good and in turn pupils respond with good attitudes and behaviour. Support staff are used well to further enhance learning. Teachers supporting pupils learning English as an additional language share their planning with class teachers and work effectively alongside teachers as well as withdrawing pupils from the class. Teachers use the resources for literacy effectively.
14. In mathematics, the quality of teaching is good. Teachers have clear learning objectives, which they share with the whole class. These are written on the white board and are repeated by the teachers. As a result, their pupils are clear about the purpose of the lesson and what they are to learn and achieve. Lessons are well planned and build well on pupils' previous learning. Knowledge of the pupils' previous learning on a day-to-day basis is partly established through the use of good questioning. On a few occasions pupils spent too long in whole class sessions and some became restless. The school has identified mathematical subject vocabulary as an area for development.
15. Teachers and teaching assistants plan lessons carefully to meet the needs of all children and pupils with a wide range of special educational needs and of higher prior attainment. This ensures that they have tasks that match pupils' abilities well. Targets in individual education plans are clear and achievable. Teachers and support staff are involved in the preparation and review of individual education plans. Pupils frequently work well in groups that are carefully matched to their prior attainment and particular needs in numeracy and literacy. On occasions they work in mixed ability groups so that they share ideas and learn from each other. Pupils receive skilled support from experienced and committed teachers and support staff, either on an individual or small group withdrawal basis or by receiving extra care and attention whilst working with the rest of the class. Staff maintain good records and there is high quality sharing of information between all staff, who work well as a team. Records of activities completed by children with multiple and profound learning difficulties are of a very high standard.
16. The quality of teaching received by pupils who have English as an additional language is good. Staff have high expectations and pupils are very responsive to the teaching provided. They are generally enthusiastic and highly motivated learners. The support staff work closely with class teachers and help pupils within classes. The staff make sure that key vocabulary is repeated and work is presented with a strong visual content. This supports pupils very well and results in pupils' good achievement. Pupils make good progress in developing basic skills in reading, writing, speaking and listening, considering the low starting point. However, most staff accept one-word answers from pupils and this does not encourage them to speak in sentences or model questioning and answering skills to improve pupils' language.
17. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their

ideas. The staff with expertise to teach pupils who speak English as an additional language work closely with class teachers. They plan teaching together and share taking lessons. This sharing of teaching provides good opportunities to develop effective practice. Pupils are taught within classes and are sometimes appropriately withdrawn for particular specialist teaching.

18. The teaching of literacy and numeracy to the oldest pupils in other subjects across the curriculum is satisfactory. The school meets the needs of its pupils effectively. Good provision is made for most pupils who have special educational needs, English as an additional language and very good for those with multiple and profound needs.
19. Teachers assess the attainment and progress made by their children and pupils well. They use the information they gain from these assessments to plan what they will teach next. This ensures that activities are suitably matched to the abilities of their pupils, who respond enthusiastically. Pupils usually work hard and many sustain their concentration and interest for long periods of time.
20. Teachers and children in the nursery receive very good support from their nursery nurses and throughout the school trained teaching assistants make a significant contribution to the progress pupils make.
21. The school has clearly identified the development of speaking and listening skills in small groups, together with more probing question and answer sessions at all times.

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

22. The whole curriculum, as planned, meets statutory requirements, reflects the school's aims very well and already makes a valuable contribution to the learning of its pupils. The current strengths of the curriculum are:
 - the development of relationships with other schools and educational establishments since the school was planned;
 - the involvement of the community in the life of the school;
 - the provision for pupils with learning difficulties; and
 - a good range of learning opportunities for children in nursery and reception classes.
23. The curriculum, however, has had little time to have an impact upon standards but is suitably broad and balanced for pupils in Year 1 and Year 3. Teachers make good use of nationally recommended guidelines in all subjects, which ensures that each aspect of the curriculum is taught in appropriate depth and detail and pupils develop their understanding in a systematic way. Teachers plan links between the use of, for example, numeracy and geography, and these links are to be developed further. This will enable pupils to make progress in all subjects.
24. The national strategies for teaching literacy and numeracy have been implemented satisfactorily and the school meets all statutory requirements with regard to the National Curriculum, religious education and collective worship in full. Policies for most subjects have yet to be written. It is planned for the managers of the subjects to lead the development of the policies using the practice evolved from the use of well-structured guidelines.
25. The provision for pupils with learning difficulties is good because of the good teaching and support given to these pupils. The emphasis on a practical sensory curriculum is particularly beneficial to these pupils and children with multiple and profound learning difficulties who need the regular support from a learning assistant. The provision in the resourced facility for children with multiple and profound learning difficulties is very good because the teachers and support staff make sure their individual needs are met.

26. The school makes satisfactory provision for activities such as clubs and in the nursery and reception makes good use of visits and visitors into school to enrich pupils' learning. Some of these events take place in school and the programme will be developed for pupils in Year 1 and Year 3. The content and organisation of the curriculum ensure that pupils have good opportunities for learning and participating in activities. The level of inclusion of all pupils is good. There are helpful arrangements in place for the induction of pupils into the school and for transfer from one year group to the next. Links and relationships with other primary schools are good. The school has particularly good links with other schools with a special resource centre and pre-school teams. The school has established good links with members of the community. These include people from places of worship, volunteers and music or theatre groups.
27. The provision for personal, social and health needs, including sex education and drugs awareness, is established on a sound basis and is being developed thoughtfully. It is supported well by imaginative and skilled presentations by visitors, for example, the school dentist.
28. The provision for pupils' personal development is good overall. Provision for spiritual development is good. Assemblies are calm and purposeful. They provide opportunities for pupils to reflect on the world around them and respect individual differences. For example, there was a moving assembly when pupils reflected on the events of 11th September and shared concerns for humanity. Assemblies are enhanced by the quality of the singing and the music played as pupils enter the hall.
29. Pupils are encouraged to consider the beauty of the world through music and literature. There is a positive climate in the school in which pupils are encouraged to grow and flourish, respect others and are respected.
30. There is good provision for moral development. There is a clear code of behaviour in classes and throughout the school. It is used effectively to promote moral and social behaviour and pupils know how the rules are to be applied in the classroom and the playground. This provides a good framework in which pupils can grow. Pupils have a clear understanding of right and wrong. They understand the systems of stickers and points and are delighted when they gain success and see others succeed. The school's use of rules and rewards recognises and comments upon positive aspects of pupils' work and behaviour. Pupils value the rewards they can earn. Relationships in the school are good and staff provide pupils with good examples on which to model their own social and moral behaviour.
31. Provision for social development is good. Pupils work co-operatively, sharing ideas and supporting each other as needed. They are given opportunities to contribute towards the smooth running of the school by undertaking responsibilities such as taking registers. Pupils play well together in the playground. The school fosters a sense of community and all pupils feel valued.
32. There is good provision for pupils' cultural development because of the warm atmosphere in the school in which the diversity of the school community is clearly valued. Stories, music and literature from many countries and cultures are used thoughtfully throughout the school. The artefacts and books from different religions are of high quality and show that religious and cultural equality are respected and given a high priority in the school. Pupils show appreciation of these artefacts. They enjoy talking about them and describing which are special to their religion. During the year pupils celebrate many festivals. Sports Day is another cultural experience when pupils and families gather together for shared activities.
33. The inclusive and supportive atmosphere in the school has a major impact upon the progress all children and pupils make in school. Pupils with special educational needs are fully included in all aspects of the school's life. There are individually appropriate and challenging activities for higher attaining pupils in most lessons.
34. Pupils who speak English as an additional language receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain

confidence through the celebration of festivals and study of world religions, geography and history. There are notices, signs and many books in other languages to show that the school values home languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The care, support, guidance and the welfare of pupils are good and a significant strength of the school. They are further complemented by the effective arrangements for pupils' safety and well-being. Clear health and safety policies and procedures form a solid foundation for good practice.
36. The arrangements for child protection are sound and follow many of the guidelines provided by Social Services. The designated teacher is well informed and provides good leadership and continues to ensure pupils learn in a safe and secure environment. However, there is a need to update the existing knowledge and understanding of new staff. The school is aware of the issues and is in the process of organising whole school child protection training.
37. There are good systems in place to ensure that staff regularly monitor pupils' personal development and this enables them to provide effective support. Staff listen to their pupils and address their concerns and celebrate their achievements in assemblies and class. They are on hand to deliver constructive and purposeful advice and information to ensure pupils learn in a warm and friendly environment. The very good understanding of the issues affecting ethnic minority pupils and families brings an extra dimension to the school and helps teachers and support staff to recognise the importance of diverse cultures and languages. Parents appreciate this provision.
38. The school has clear policies and effective measures for monitoring pupil attendance and is taking appropriate action to raise existing levels of attendance. There are satisfactory systems in place to investigate, record, monitor and report absences, but some parents condone absences and this adversely affects school attendance and time keeping. The school is aware of the issues and is working effectively with the new educational welfare officer to rigorously combat absences and has successfully reduced unauthorised absences. However, levels of attendance remain unsatisfactory.
39. The school also has clear policies and procedures for promoting positive behaviour and for addressing bullying and other types of anti social behaviour. Good behaviour is rewarded and achievements are recognised. Pupils are encouraged to respect each other; staff actively discourage pupils from bullying, racism and other types of negative behaviour. All reported incidents of inappropriate behaviour are thoroughly investigated, recorded, monitored and reported to parents and to governors. These arrangements ensure the school achieves good attitudes to learning, good levels of behaviour and supports constructive and purposeful relationships both inside and outside of the classroom.
40. Good procedures are in place for formal and informal testing to track pupils' attainment and progress throughout the school. The school has a good understanding of how information from these tests can be used to improve teaching and learning in all subjects. However, these measures have not yet had time to make any impact because children have been in school for only one week. Information from the assessment in reception is used effectively to identify children's progress from entry into the nursery and identify any areas for concern or additional needs. Individual targets in literacy and mathematics are set for children in the last term before entry into Year 1. These are kept track of carefully and are shared with children and parents. This setting of targets provides valuable opportunities to see how well children are achieving in some lessons. To continue with this system, targets are to be set in Years 1 and 3 before the end of September.
41. Assessments of pupils with special educational needs are carried out meticulously and staff are aware of pupils' targets and programmes. The support for children with any additional needs is very good because learning takes place in a purposeful and motivating atmosphere. The school has complied with the government's new initiatives on meeting the special educational needs of all of its pupils. This has been implemented systematically and efficiently.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have positive and constructive views of the school. They enjoy a purposeful and effective relationship with the headteacher and other staff and very much appreciate the school's work on behalf of their children. Parents understand that the school sees them as key partners in their children's education and welcomes and values their support. However, some parents expressed concerns about the provision of extra-curricular activity and homework. The inspection team agrees with parents' positive views but inspectors judge that the range of extra-curricular activities and the quality and quantity of homework are satisfactory.
43. The headteacher, governors and staff work diligently with and continue to achieve the active participation of parents. Governors and parents agree that the parents' room offers a welcome and friendly programme, which facilitates learning for both pupils and parents. Regular workshops support standards in reading and the social development of pupils and their parents. Young ethnic minority mothers, particularly value the support they receive from the school, which helps them to raise standards in their children's work. The school is also preparing 'parents as educators' by providing them with employment opportunities in school. Social functions are well attended and enhance the confidence and self-esteem of all pupils in the school community. Parents regularly visit the school and support learning in the classroom. This is appreciated by parents and teachers and clearly contributes well to both teaching and learning. All these positive initiatives are a significant strength of the school.
44. There is a good level of communication between the school and home. Inspection evidence clearly illustrates that parents are actively encouraged to attend parents' evenings and to work closely with teachers. Parents value their interaction with staff and there is often a near maximum turnout at parents' evenings. Many parents, including minority ethnic parents, bring their children to school and take this opportunity to meet and talk to class teachers, particularly in the nursery. This offers them the chance to visit the parents' room and access information about what is being taught from displays, have conversations with the teacher and acknowledge their child's achievements. Parents receive clear, purposeful written information, which is written in a friendly and accessible style. Some school documents are translated into the different languages spoken by parents in the school. This further enhances communication between the school and home. Regularly newsletters are valued and are complemented by the school prospectus and the annual report from governors. Both of these comply with statutory requirements. Parents of pupils with special educational needs are invited to regular reviews, whilst pupils with statements of special needs are given annual reviews to enable parents to monitor and understand the progress that their child is making. Parents also receive a clear end of year progress report and interim tracking reports, which ensure that they are aware of their child's progress and development. There are good opportunities for parents to respond to the contents of the report and teachers explain the contents of the report to each parent present at the parents' evening. This contributes to all aspects of learning and ensures good and very good relationships between parents and teachers. As a result of these good initiatives; parents are able to support their children's learning at home far more effectively.
45. Most parents have agreed to support the school by signing a home/ school agreement, but some parents are less supportive and take long holidays during term time and others condone absences. However, the headteacher, governors and educational welfare officer are developing close links with parents to improve existing levels of attendance by discouraging absences, including extended family holidays during term time.
46. The school ensures that parents of pupils with special educational needs are fully involved in any discussions about targets and reviews of pupils' progress. Parents of children with additional special needs come into school regularly and work with staff and other professionals on their child's programmes. Parents value and appreciate the support given to their children.
47. There is good communication with parents of pupils with English as an additional language. The information about how younger children learn in the nursery and reception classes is provided in 18

languages. The Department of Education and Skills' curriculum information books for primary aged children in different home languages are also made available for parents. If need arises, parents who are bi-lingual are used to interpret and translate for other parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership by the headteacher is good. She has been very successful in developing an effective team of hard working and committed staff. The aims and values of the school are very well reflected in practice and she has created a positive, challenging, learning environment, which is central to the school's success. The headteacher regularly monitors teaching and learning and together with the deputy head has been very successful in setting up new procedures and practices from scratch. Good management is evident in the day-to-day work of the school.

49. The governing body is clear about its role and appointed the current headteacher to fulfil their vision for the school, in this alone they have been very successful. The governing body is well briefed and has a sound understanding of the strengths and weaknesses of the school and provides sound support for the direction in which the school is going and for its overall planning and work. However there is insufficient focus on keeping track of the outcomes of spending decisions with regard to pupils' progress. Many governors spend time in school; some act as volunteers and are clear about the way forward to develop the role of subject co-ordinators and how they can monitor the work of the school at this level. Effective staff planning from now to 2006 is in place to support this development.
50. All staff, benefit from a training plan of professional development, which is closely linked to the needs of the school. Two members of staff act as mentors to support newly qualified teachers and student teachers. This supports the team spirit that has been quickly established within the staff, who are well cared for by the school. The staff represent different ethnic groups and between them they represent pupils' cultural and religious backgrounds and speak their languages. This provides good role models and adds to pupils' self-esteem. Mutual respect and tolerance of others' feelings, values and beliefs, underpin the good relationships within the school.
51. The school is very thorough in observing teaching in order to ensure standards are maintained and improved. The school development plan provides a good steer to the work of the school. The headteacher has focused on ensuring that key policies are working in the classroom, most recently the focus has been on specific issues identified in the school development plan. The early year's co-ordinator has successfully monitored the delivery of the foundation curriculum.
52. The school is fully committed to the concept and implementation of equal opportunities. The promotion of equal opportunities is clearly visible in all the school's documents and the leadership and governors work rigorously to ensure that all the cultures of the school community are recognised, acknowledged and valued. This is an inclusive school, which continues to ensure that equality of access and opportunity is available throughout the curriculum and supported by staff, governors, pupils and parents.
53. The school works in partnership with the local Education Action Zone, the Excellence in Cities Initiative and Sure Start. However, it is too early to make a judgement about the impact of such projects on pupils' learning.
54. The special needs co-ordinator manages the provision very well and ensures that any special needs matters are discussed regularly by the school and governing body. Additional funding for special needs is spent prudently and the school uses money from the general budget to supplement the costs of the provision. Money has been spent very well on the provision of equipment, interesting resources and additional teaching assistants. There is a very detailed and thorough plan for the training of new staff, some of whom receive additional training from specialist staff who visit the school.
55. The co-ordinator for English as an additional language provides good leadership. The school has good procedures to track the progress of pupils who speak English as an additional language. The management is good. All staff are aware of the needs of new arrivals and work hard to make pupils feel welcomed in the school.
56. Pupils' progress is regularly checked. Targets are set at individual group and school level in literacy and numeracy. Parents are given copies of individual targets each term. Pupils' progress is taken stock of termly and the outcomes of this marking are used by all teachers to inform their planning.
57. The quality of in-service training made available to staff and the detailed training plan for all staff make a positive contribution to pupils' learning and the quality of teaching they receive. The planned in-service training for the next term is very appropriate, as the time is now right to develop the role of subject co-ordinators more fully. Staffing levels are appropriate for the number of pupils at the school.

58. The school has a budget, which reflects the transitional period, it funds itself and no real comparison can be made of cost per pupil with other schools. Day-to-day administration is good. The accommodation is good overall and the range and quality of learning resources is good in English and mathematics, but satisfactory overall.
59. The capacity for the school to improve further is very good. The school is effective and has many strengths and gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further, the headteacher, senior management team and governing body should:

- (i) raise standards in English, mathematics and science by:
- providing more planned opportunities for pupils to improve their speaking and listening skills;
 - stimulating curiosity and learning of scientific and mathematical vocabulary;
 - providing structured small group activities and drama;
 - increasing the opportunities for children in reception classes to investigate and develop language in pairs and small groups; and
 - improving the range of oral questions to pupils so they have to give extended answers and develop their language skills.

(Paragraphs 86, 87)

- (ii) improve the attendance of pupils by encouraging parents to recognise the adverse effects on progress caused by holidays taken during term time;

(Paragraph 10)

- (iii) establish clear procedures for governors, so that they can assess the impact of their spending on pupils' progress and estimate the value for money obtained through their spending decisions.

(Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	21	10	0	0	0
Percentage	0	24	50	24	0	0	0

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	30	118
Number of full-time pupils known to be eligible for free school meals	N/A	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	6	8
Number of pupils on the school's special educational needs register	3	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	111

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	4.5
National comparative data	0.5

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

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

No National Curriculum tests were taken at this school.

Attainment at the end of Key Stage 2 (Year 6)

No National Curriculum tests were taken

Exclusions in the last school year

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	21	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	31	0	0
Asian or Asian British – Pakistani	19	0	0
Asian or Asian British – Bangladeshi	60	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	21	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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 – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20.4
Average class size	23.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	338

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	6

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)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	680,492
Total expenditure	679,866
Expenditure per pupil	3,980
Balance brought forward from previous year	0
Balance carried forward to next year	625

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	13	2	0	0
My child is making good progress in school.	76	24	0	0	0
Behaviour in the school is good.	69	29	2	0	0
My child gets the right amount of work to do at home.	53	31	4	0	2
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	71	29	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	16	0	0	2
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	64	33	0	0	2
The school is well led and managed.	73	24	0	0	2
The school is helping my child become mature and responsible.	71	22	0	0	7
The school provides an interesting range of activities outside lessons.	49	24	2	0	13

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

60. There are one nursery and two reception classes for younger children, which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted to the nursery in the September and January following their third birthday. They move onto the reception classes when they are four. There are 60 children attending the two part-time sessions in the nursery. Twenty-six children are in the reception classes.
61. Parents and children are well prepared before they start school. Staff make home visits to meet the parents and children in their familiar surroundings. They are invited to the school before the start to meet staff and observe nursery routines. Good induction procedures ensure that children quickly settle into the routines.
62. Attainment on entry to the nursery varies each year, but overall it is well below the level expected for children of this age. A good range of suitable activities, a stimulating environment and good and sometimes very good teaching ensure that the children work purposefully in all the recommended six areas of learning. Nursery nurses and teaching assistants all contribute positively to the teaching and learning. By the end of the nursery year children's attainment in personal, social and emotional, creative development and physical development is likely to meet the expected standards. However, their attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is unlikely to meet the expected standards, because of their poor starting points.
63. In reception, children make good progress. By the end of the reception year, the majority of children despite the good teaching, are unlikely to meet all the standards expected for their age. Overall, attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is likely to remain below expectations when they enter Year 1 classes. Children attain standards that are likely to reach the expected standards in personal, social and emotional development, creative development and physical development.
64. The indoor accommodation is good and the curriculum is extending very well through the use of the outdoor area for the nursery. However, reception classes use of the outdoor area, is not yet well developed. The co-ordinator works in the nursery and her leadership and management are good. The staff work well as a team. They plan together effectively using national guidance and place appropriately strong emphasis on ways to improve the children's personal, social and emotional, communication, language and literacy skills and their mathematical skills.
65. Staff have a good grasp of how children learn through play and provide them with good first hand experiences. However, during the inspection week, children in the reception classes were taught for long periods as a whole class. This resulted in some children becoming restless and others mere passive listeners. Some more able children did not have appropriately challenging work and this slowed their progress. As the teachers and children had been in the school only for three days, the teachers were still assessing children's ability and maturity. They had realised that children needed more individual choice and were rectifying this. In the nursery there is a good balance of staff-directed and children's self-chosen activities. This leads to all children being purposefully involved in a calm and quiet learning atmosphere.
66. All staff have a good understanding of the needs of children who speak English as an additional language and use appropriate methods such as using visual materials. However, they accept one-word answers from children and do not model language or ask children to repeat after them to improve their language skills. They use praise effectively to motivate the children. Resources are used effectively to promote learning. Children who have special educational needs are well supported and they make good progress. Visitors to school and visits to places further enhance the curriculum.

67. Children's progress is tracked through observations on focused activities that are recorded in each child's record book. Amending the planning of lessons so that all pupils can learn equally well is good.
68. Parents are well informed about their children's progress through the termly meetings and the end of year reports. If needed, the school uses translators and interpreters to provide information to parents who understand little or no English.

Personal, social and emotional development

69. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. By the end of the reception year, most children are on course to reach expected levels.
70. In the nursery, most children settle well and enjoy the nursery experience. They quickly adapt to the routines of the day, make friends and show confidence in the staff. Those children who have been in the nursery for two terms help settle new children quickly. They are encouraged to work co-operatively and take responsibility for themselves. They come into the nursery with great enthusiasm and most separate happily from parents. Parents and carers are encouraged to stay with their children to help settle them. Approximately eight to ten parents stay and help settle their children every morning. Children are well motivated, and apply themselves well to tasks; for example a girl was pushing a child with special educational needs on the tricycle. Both were enjoying the experience. This has a positive effect on their achievement. They have good relationships and show great consideration for the needs of others. For example, they help each other to tidy up at the end of the activities.
71. Children are well behaved; they concentrate well and sit quietly when appropriate, for example during story times, and singing sessions. They are learning to share the equipment fairly and wait for their turn to use books, the computer or have their turn on tricycles. Children are independent in their personal hygiene, put their own coats for outdoor play. Children have clear understanding of the difference between right and wrong. They understand simple rules like not running indoors or not using owl masks on the climbing and balancing apparatus. Children abide by the rules well. Children of all ethnic backgrounds play happily together. Children who have English as an additional language and those who have special educational needs get on with each other well and build up good relationships.
72. In the reception classes, children are responsive to a more formal structure and respond well to whole class literacy and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. However, in some very lengthy whole class lessons, though most children sat quietly, some became passive learners and did not make good progress and higher attaining children became a little restless as they did not have an appropriately challenging curriculum.
73. The overall quality of teaching and learning in this area is good with some very good teaching in the nursery. Children achieve well because they are constantly encouraged to develop high levels of independence. All adults provide good role models and there are good relationships between adults and children. Children are treated with courtesy and respect and in turn learn to behave in the same way. Children are provided with a secure, caring environment where they can flourish. In some lessons in the reception classes teachers tend to keep children sitting and listening to them for a long time and this results in children not being able to explore and learn from each other. Staff are aware of this and are planning to have more group-focused teaching and less whole class teaching to meet children's needs.

Communication, language and literacy

74. Most children enter the nursery with poor language skills. The overall attainment of the whole cohort is still below that expected nationally. In both nursery and reception classes, most children

lack confidence in speaking and give one-word answers only. They sit quietly and listen well. Children enjoy listening to stories about the 'Owl Babies' and remember their names and take part in reading the familiar phrases. Although many children are acquiring English as an additional language, they are able to communicate their needs and express their feelings. They make good progress in listening, aided by the regular sessions where they sit on the carpet and listen to stories, or where they take part in other adult-led group activities.

75. In the reception classes, children handle books correctly and more able children can use picture cues to tell a story but are not yet able to read familiar words in a text. Their knowledge of letter names and sounds is limited to two or three letters and they can not yet use these to read words. For example, children were learning the names and sounds of letters 'o' and 'd' but could not recognise the words in the books beginning with these letters or link them to words starting with the sounds. The majority of children can write a string of letters, some correctly formed. Less able children are learning to form letters. More able children can write their own names independently while others are learning to copy write with some recognisable letters.
76. The overall quality of teaching in this area is good. In the nursery, staff continually engage children in talk about what they are doing. This supports their progress in their speaking skills. However, they accept one-word answers and do not always model correct sentences for children to hear and repeat. Children are given many opportunities to experiment and develop early writing skills in the writing area. Children who have learning difficulties and those who are learning English as an additional language are well supported in most activities. Teachers of reception classes take children's learning forward. However, some whole class sessions are too long and children switch off and listen passively with little active participation. The teachers had the children for only three days and they were still getting to know them.

Mathematical development

77. By the end of the nursery and reception classes most children are unlikely to reach the expected standards. Children are making good progress and there is a strong emphasis in all classes on the teaching of numeracy. More able children are learning to count to 10 in a range of situations. They can recognise numbers to 10 and can count different objects to 10 accurately. However, the majority of children are still learning to count and recognise numbers to 5. Higher attaining children understand the concept of 'more' and 'less' and can carry out simple addition and subtraction sums using numbers to 10. Throughout the nursery and reception classes, the children are taught a good range of number songs and rhymes. This helps them to understand the concept of adding and taking away. When working with two-dimensional shapes, children use mathematical language confidently. Reception children for example know that a triangle has three sides and three corners. All children recognise terms such as 'tall', 'short', 'fat' and 'thin'. Children are learning the names of the days of the week.
78. Mathematics is taught across the curriculum as well as in specific lessons. The quality of teaching and learning is good. All staff manage children well and, as a result, behaviour is good. In reception classes, good use is made of the National Numeracy Strategy as a basis of lessons. However, in some lessons children sit for a long time and become restless and this results in less time for practical activities. Teachers have good subject knowledge and they plan well with clear learning objectives, which they share with the children.

Knowledge and understanding of the world

79. Attainment of the majority is below the expected standards by the end of reception year. Children achieve well in this area of learning. They learn the push and pull movements when they roll play-dough and play with wheeled toys. They learn about their families when they draw and write about them in their books. They learn to explore and investigate when they plant cress. They learn about a variety of materials when using construction toys, sand, water and clay. Children learn about the owls and make homes for them. They design and make owl masks well. Children learn about faiths and social customs through the celebration of Christmas, Diwali and other festivals. Children

use the computer to learn letter sounds, count and recognise numbers. Many can control the mouse to click and select menu options.

80. Teaching and learning are good. All adults support children well in investigating their surroundings and encourage them to solve problems. Children who speak English as an additional language and those who have special needs are well supported.

Physical development

81. Children's physical development is appropriate for their age and they are likely to reach the expected standards. There is good provision both indoors and outdoors for nursery and reception children to develop their physical skills. They are given opportunities for using wheeled toys. Children showed good awareness of space and control and enjoyed the experiences. They have many opportunities to climb and balance. They use different widths of benches safely to balance and use the slide and the large apparatus for climbing up and getting down. Nursery children moved with good control and co-ordination when they walked over the benches. Good access to the outdoor area further helps to develop their physical skills. Most can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many can control the computer mouse appropriately. Construction kits, puzzles and play dough all give good opportunities for children to use their hands carefully. Inside the class children move confidently negotiating their space. Children in reception classes consolidate and appropriately build on these skills. They use the hall for learning the skills of hopping and jumping when they hop and jump in and out of the hoops.
82. Overall quality of teaching and learning is good. Staff in the nursery provide a good range of materials to enable children to make a creative response during their physical activities. Staff in the reception classes gives children regular access to well organised activities to further develop the skills gained in the nursery.

Creative development

83. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make good progress and are likely to achieve the expected standards by the end of reception year. They have good opportunities to choose different instruments, learn their names and explore sound. In whole class sessions, they sing songs and action rhymes. Children know an appropriate range of nursery and action rhymes. Children use pencils, felt pens, crayons paints confidently to present their ideas through drawing, painting and modelling. They are given many opportunities to experiment with a range of art materials and techniques when they weave, print, paint and make collage pictures. They play imaginatively with small toys and use role-play to enact their home surroundings. In reception classes, they build and extend on the skills already learned.
84. The overall quality of teaching and learning is good. Children are given opportunities to experiment with materials and to make their own creative responses. Role-play activities allow children to explore make-believe situations together as they pretend to be owls in an owl house. Staff appropriately extend their learning through good questioning and give opportunities to find appropriate materials.

ENGLISH

Pupils have only been in school a week in Years 1 and 3 and that judgements in many areas cannot be made

85. Progress in the lessons observed is good because of the good teaching but indications are that overall standards in English are below average in both Year 1 and Year 3. However, the majority of pupils, including those who are learning English as an additional language and who have special educational needs, make good progress in lessons and achieve well.

86. Areas for development to raise standards further include:
- to provide more opportunities for pupils to improve their speaking and listening skills in drama and small group activities;
 - to extend pupils' answers to questions and stimulate their curiosity; and
 - a structured focus on the learning of mathematical and scientific vocabulary.
87. Speaking and listening skills are below those typical of pupils in Year 1 and Year 3 nationally. A majority of children enter the school with significantly delayed and underdeveloped language skills and in Year 1 are still at the early stages of learning English as an additional language. This means that on occasion they are unable to think of names of objects and are hesitant to reply. Frequently, they respond to questions with a nod or answer with one or two words. Teachers and support staff work hard to structure questions carefully to extend pupils' answers and thinking. Pupils in Year 3 with higher prior attainment give detailed descriptions of characters in stories but some other pupils do not listen sufficiently carefully or do not understand exactly what is being said. This causes them to miss part of the instructions and sometimes prevents them from making as much progress as they could with better listening skills. A small group of pupils who are learning English as an additional language improve their listening and concentration skills because they have good additional skilled support in a quiet area. Pupils regularly gather in a circle to discuss issues, or work with discussion partners in English and religious education. Such times are invaluable for these pupils. They enable them to develop greater confidence in speaking to others and improve their listening skills.
88. Pupils in Year 1 are making good progress with reading skills. Most enjoy books and tackle unfamiliar words systematically because they have been taught well to try to link the sound of letters. They are developing a secure knowledge of initial sounds and understand such terms as *author*, *illustrator*, *bar code* and *publisher*. They enjoy sharing big books and join in with the expressive reading of the teacher even when they find this difficult. Pupils in Year 3 are building on previous learning well. The majority of pupils read with a good awareness of punctuation and know a range of strategies to tackle unknown words. Pupils with higher prior attainment read fluently and discuss their preferences in reading confidently.
89. The small amount of evidence available indicated that the writing of pupils in Year 1 and Year 3 is below standards typical of pupils of this age, but they are making good progress in lessons. The late development of language skills for some pupils is reflected in the narrow range of vocabulary in their writing. However, teachers encourage pupils to look for more interesting words and examples in their writing. A majority of pupils in Year 1 are still at the later stages of early writing but they demonstrate good skills in reading back their written work accurately. Most of the youngest pupils understand that there are lower and upper case letters and that sentences should have a full stop. Pupils in Year 3, however, do not yet use these consistently and the majority of pupils find it difficult to write and read back a joined script. Handwriting is frequently poor and the majority of pupils are not clear about many common spelling patterns. There are frequent comments as to how pupils may improve their handwriting and presentation when their work is marked.
90. Pupils' attitudes and behaviour are good and they try hard to complete their work in the time given. Pupils work well together and help each other with spellings and suggestions of words that may be used.
91. The quality of teaching and learning is good in Year 1 and Year 3 so pupils make gains in learning in all lessons. Teachers have a good understanding of the guidelines for the literacy strategy and their planning is thorough. They make sure that pupils are clear about what they are expected to learn in the lessons and this helps pupils to assess their own learning. Lessons are well organised and teachers use praise and encouragement well to motivate pupils to do their best. Staff plan well for pupils who have special educational needs or who are at the early stages of learning English. This ensures that they have tasks that match their abilities well but also share in the lessons with the rest of the class.

92. The literacy strategy is being implemented thoughtfully and care is taken to extend literacy into other subjects. The school is aware that more use of ICT is needed. The enthusiastic co-ordinator is new to the school and is aware of the areas for further development identified in the School Development Plan. Members of the School Library Service are developing the library as a very good resource and there is a wide range of good quality reading material available for pupils. Opportunities for drama and imaginative play are used effectively but need further development to ensure that all opportunities for extending speaking and listening skills are included regularly in teachers' planning.

MATHEMATICS

93. Standards overall are below expectations in Year 1 and Year 3 in the lessons observed. Pupils in Year 1 and Year 3 have been in school for a week and there is little work available to assess standards. Progress in the lessons observed is good because of the good teaching but indications are that overall standards in mathematics are below average in both Year 1 and Year 3. However, the majority of pupils, including those who are learning English as an additional language and who have special educational needs, make good progress in lessons and achieve well in response to good teaching. There are no National Curriculum tests with which to compare the school's performance, although the school's own assessment for the present Year 3 indicates that standards are below average overall. The use of numeracy across the curriculum in other subjects is satisfactory.
94. Standards for most pupils are below average. For example, some pupils in Year 3 are able to subtract from numbers greater than 10 using the 100 square to help them. These pupils are able to count to 100 in 2's, 5's and 10's and are familiar enough with the operations of addition and subtraction to know which is appropriate to use in solving a problem. In Year 1 they are making good progress in *shape, space and measures*. Some pupils are able to name two-dimensional shapes such as rectangle, triangle and square and a few more able have progressed to naming and recognising three-dimensional shapes such as hexagon, cube, cylinder and pyramid.
95. Pupils described by the school as average pupils in Year 1 understand their numbers well and combine different numbers accurately. These pupils are also able to name and recognise two- and three-dimensional shapes although they are less secure with three-dimensional shapes. Nevertheless their standards are broadly below average overall. Pupils of all attainment groups have made good progress.
96. In lessons, there is appropriate emphasis on numeracy and standards overall. They are comfortable working in sums involving mental dexterity and enjoy working on computers to generalise their learning.
97. Pupils have good attitudes to mathematics and behave well. They have good relationships with their teachers and these relationships help them to learn well. In one class, for example, when the pupils were seated on the carpet at the beginning of the numeracy hour, a child became distressed, and started to behave in a way that was potentially disruptive to the class. The rest of the class remained focused on their teacher's introduction and maintained their concentration until a classroom assistant quickly came to the aid of the child and gently withdrew him from the classroom to give him appropriate support.
98. Teaching and learning is good in Year 1 and Year 3. Teachers have clear learning objectives, which they share with the whole class. These are written on the white board and are repeated by the teachers. As a result, their pupils are clear about the purpose of the lesson and what they are to learn and achieve: *"Today we are going to think of pairs of numbers which add up to 10."* Lessons are well planned and build well on pupils' previous learning. Knowledge of the pupils' previous learning on a day-to-day basis is partly established through the use of good questioning. For example, one of the teachers was keen to know whether her class was able to identify a particular number sequence: *"What do you notice about this pattern?"* she asked, pointing to the white board. The class looked and thought for a moment and a shoal of hands was raised: *"It goes from 9, 8, 7, 6 down to zero"*, replied a child. Teachers have high expectations that pupils of all attainment will do their best and pupils of high attainment as well as those with special educational needs and English as an additional language are given good support and encouragement. Support assistants are used well when supporting groups, especially those with special educational needs. However, the school has identified the issue of how to use these assistants more productively during the whole class sessions at the beginning and end of the lessons which are often too long and too little time is spent in investigative work and reinforcing subject specific mathematical vocabulary. Targets are set for mathematics and parents are given helpful advice about these.

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

SCIENCE

100. Pupils in Year 1 and Year 3 have been in the school only for one week and there was very little work available to assess pupils' progress overtime. During the inspection two lessons were observed in Year 1 classes and two in the Year 3 class. These indicated that attainment is below national expectations. However, pupils achieve well in the lessons. When pupils' low attainment on entry to school is taken into account, these standards indicate that pupils' achievement is good. Pupils learning English as an additional language benefit from the practical way in which the subject is taught and they achieve as well as other groups. Pupils with special educational needs are given extra support by the learning-support assistants and are fully included in the lessons, and make good progress for their ability.
101. There are no tests in science at the end of Year 2. The pupils who have joined the school in Year 3 have come from a number of different schools and the teacher assessment results for all the pupils are not available. The teacher assessment results that are available indicate that pupils' attainment is below average in 2002.
102. Year 1 pupils are working on the topic of human growth and change. The majority of pupils could not understand the key vocabulary such as child, toddler and adult. This lack of language skills hinders progress in understanding the concept of growth and pupils found it hard to sequence pictures of a baby, a toddler, a child and an adult.
103. In Year 3, pupils were working on the topic of materials. They understood the concept that different materials have different properties but did not have the vocabulary to explain. They came out with words such 'thingy' or 'bumpy' for rough. With support from the teacher, pupils made good progress and learnt scientific vocabulary such as opaque, flexible, translucent, rough and hard. Pupils are beginning to conduct experiments and understand the principles of a fair test. They conducted experiments to test the properties of materials and discovered those that are most absorbent. However, the standards are below those expected nationally. Pupils who are learning English as an additional language and those who have special educational needs receive good support from the teachers and teachers' assistants.
104. Literacy skills are promoted well. Teachers list key words in their planning and always share these with the pupils and then consistently refer to and use this new vocabulary. Numeracy skills are promoted well. For example pupils in Year 1 classes sequenced pictures in order of smallest to the biggest and youngest to the oldest.
105. The quality of teaching and learning is good overall. Of the four lessons observed, two were good and two very good. Year 1 teachers plan across the year groups together, so that all pupils follow the same programme. All lessons gave pupils good opportunities for hands-on, practical investigative work. For example, Year 1 pupils looked at the pictures and then sequenced them in order of age. Year 3 pupils investigated how absorbent the paper was. In all lessons, pupils worked well together. Teachers are very skilled in managing behaviour and pupils respond positively. Careful explanations by the teachers ensured that pupils understood what they were doing and why. Good use of the visual content and the use of key scientific vocabulary improved pupils' much needed language skills. Good questioning further enhanced pupils' understanding. Learning-support assistants were used well throughout the lessons to work with groups who need extra help, and there were plenty of good resources so that all pupils could take an active part. However, lack of pupils' language skills made it very difficult for teachers to take concepts further and as a result the more able pupils did not always reach the level of understanding of which they are capable. Teachers give due consideration to the need of pupils who have special educational needs and those who speak English as an additional language and provide good targeted support.

106. The school uses the recommended schemes of work and has planned a whole school curriculum that ensures that the National Curriculum requirements are met.
107. The co-ordinator has been in the post for only a week. She plans to undertake training in both the subject and in the skills of co-ordination. The school development plan identifies the priorities that are useful, appropriate and meet the needs of the school. The school shows commitment and capacity to improve teaching, learning the use of ICT and thereby standards.

ART AND DESIGN

108. During the inspection, no art and design was observed and no pupil work was available. Plans show that the subject will meet requirements as there is the appropriate amount of time available for teaching the subject over the year and plans show that the requirements of the National Curriculum will be met. No judgement can be made on teaching, learning, standards or achievement as pupils had so far had no lessons in the school week.

DESIGN AND TECHNOLOGY

109. Two lessons were observed in Year 1 classes. All pupils, including those with special educational needs and those learning English as an additional language make good progress in the lessons. There was no previous work available so judgements on progress over-time cannot be made. Standards attained in the lessons in design and technology are below those expected in Year 1, but these are observed in the context of work in progress and do not constitute secure evidence about standards in the whole subject.
110. No lessons were seen in Year 3 and there was no work available to scrutinise so it is not possible to make secure judgements about standards of attainment, progress over time or quality of teaching and learning.
111. In Year 1 pupils are beginning to learn about food technology. They tasted different foods such as salt, orange, coffee and cake. Pupils found it hard to describe the taste owing to lack of language skills. Most used the words 'yukky' and 'yummy'. Only a few pupils used the words 'tangy', 'sweet' and 'sour'. Lack of language skills hinders progress in grasping the concept of classifying fruit and other foods according to their sensory and other properties. Constant use of questioning and modelling vocabulary by the teachers and teachers' assistants enabled pupils to achieve well.
112. The two lessons observed showed the quality of teaching and learning to be good in both. Staff plan well identifying the learning intentions and the key vocabulary that are shared with pupils. They use good visual content and reinforce the vocabulary by writing on the board and bringing it to pupils' attention. They plan well for pupils who have special educational needs and those who speak English as an additional language. They use good questioning skills that aids pupils' understanding and set a good pace. They intervene sensitively to support and challenge pupils. All the necessary resources were available; learning-support assistants were well briefed and so pupils worked productively throughout the lesson and achieved some pleasing results. Teachers have very good management of behaviour skills and as a result pupils are well behaved, they concentrate well and work hard.
113. The school has adopted the recommended schemes of work and the whole curriculum has been planned. The headteacher co-ordinates the subject temporarily until a member of staff is appointed.

GEOGRAPHY

114. Pupils in Years 1 and 3 have been in school for a week and there was no previous work available for scrutiny. It is, therefore, not possible to comment on standards in geography, but in the lessons seen pupils in Year 1 achieve well. Pupils, including those who learn English as an

additional language or have special educational needs, make good progress. No lessons were seen in Year 3 because geography is not planned for this half term.

115. Pupils in Year 1 remember the previous lesson in which they talked about their homes and the area in which they lived, with enthusiasm. They think about how they travel to school very carefully because some know that they walk to a bus, travel on a bus and then walk to school. Pupils work out thoughtfully whether they spend more time on the bus than walking so that they can choose one way of travelling for their drawing. They close their eyes and imagine their morning routine, concentrating on what happens after they shut their front door. Pupils stick their pictures on a chart to create a graph which will show which way is the most popular. "Oh," exclaims one girl, "there are as many come in a car as walk to school!" From this, pupils discuss what they have learned from the chart very sensibly.
116. Teaching and learning in the lessons seen are good. Teachers have a good understanding of the subject and plan the links between geography and numeracy well. Pupils understand the task because teachers demonstrate clearly, in small steps, how they are to build their graph. Teachers and teaching assistants work hard to encourage pupils to answer questions in sentences rather than one or two words. They praise pupils for their efforts and success. This motivates them to continue to give longer answers. Teaching assistants support teachers well by working purposefully with a small group. This organisation enables all pupils in each group to have an opportunity to talk about their journey because the time allowed is judged well. In one class pupils with special educational needs have additional support and this enables them to take a full part in the lesson and make contributions that are valued.
117. Pupils enjoy the lessons and listen well to instructions. They appreciate the rewards of stickers for good ideas or comments and this encourages everyone to work hard. There is a warm atmosphere in the classroom because relationships between adults and pupils are good.
118. The experienced co-ordinator manages the subject well and ensures that teachers have clear guidelines for the lessons and the appropriate resources. At least one visit is planned for each topic and there are planned links with other subjects, for example, literacy. All pupils are included well in the lessons and geography makes a good contribution to spiritual, moral, social and cultural development.

HISTORY

119. Standards are average and achievement is good for all pupils regardless of background.
120. Pupils' work, school records, displays and limited lesson observation indicate that attainment is in line with national expectations in both subjects. Pupils can describe events in the past, using appropriate vocabulary. They understand that over time everyday items have changed and they can describe the differences between their modern toys and those from Victorian times. This demonstrates a developing sense of chronology. They can place photographs in chronological order and describe how clothing and customs have changed.
121. Teaching is satisfactory in the two lessons observed. Teachers collaborate effectively in planning their work. The curriculum files contain a variety of schemes of work but as yet, subject documentation does not do justice to the teachers' imaginative work with pupils. History is to be a focus in the school's development plan in the near future. The school provides good access to a range of learning resources.
122. To improve standards further, the school is aware of the need to produce history schemes of work, which reflect the current good practice and provide a framework to ensure pupils' continuous progress in the development of knowledge and skills through speaking and listening and the continued use of ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Pupils in Year 1 and Year 3 have been in the school only for one week and there was very little work available to assess pupils' progress over time. During the inspection two lessons were observed in Year 1. These indicate that attainment is in line with national expectations. However, pupils achieve well in the lessons. When pupils' low attainment on entry to school is taken into account, these standards indicate that pupils' achievement is good. Pupils learning English as an additional language benefit from the practical way in which the subject is taught and they achieve as well as other groups. Pupils with special educational needs are given extra support by the learning-support assistants and are fully included in the lessons, and make good progress for their ability. The pupils in Year 1 attain standards in the ICT suite, which is good. Judgements are also based on teachers' planning, display work and on discussions with staff.
124. In Year 1, pupils have good mouse control and show competence in using the keyboard to write sentences and in using the mouse to click on icons. Most pupils know how to save and print their files as well as locate letters on the keyboard. Pupils are becoming familiar with the menu on the screen. Good links are made with mathematics as pupils use computer-generated art to produce a good range of pictures based on mathematical shapes. Some older pupils recognise that there is a connection between data and recording in pictograms on the screen. There is insufficient evidence to make a judgement about standards in Year 3.
125. Leadership and management are satisfactory. There is no designated co-ordinator at present. The school has made good use of specific funding to establish a well-equipped computer suite, which was not in use during the inspection. From the assessment records of all pupils all areas of ICT are covered including aspects of data-handling and control technology.

MUSIC

126. Pupils in Years 1 and 3 have been in school for a week and only work from the reception classes was available for scrutiny. It is, therefore, not possible to comment on standards in music, but in the lessons seen pupils achieve well. Pupils, including those who learn English as an additional language or have special educational needs, make good progress because of the good teaching.
127. Pupils in Year 1 listen to the song about the farmer carefully and quickly learn to sing along to the music. They clap the rhythm of the song accurately and keep in tune well. Their diction is clear because they listen to the words before they sing. Pupils play their instruments enthusiastically and perform the song with some pupils singing, some clapping and some playing bells and maracas. In one class, pupils volunteered to sing two verses as a solo and they performed confidently and well. Pupils in Year 3 learnt a new song very quickly and identified where it slows down and speeds up without difficulty. Pupils enjoy the new experience of playing instruments and their control of them improves during the lessons so that they accompany the song competently. Pupils in Years 1 and 3 enjoy singing and join in with warming-up exercises enthusiastically. They find learning a complex new song difficult but work hard so that by the end of the lesson all pupils are joining in confidently. In the first meeting of the choir, pupils sang a round with understanding, joined in songs in three languages and sang rhymes and songs very competently.
128. Teaching and learning in music are good. Teachers manage the groups well and explain clearly to pupils what they are to do next. This motivates pupils well because they look forward to using instruments at some time during the lesson. Teachers use a structured programme well and the pupils are clear about their expectations of listening and joining in with the music. The specialist teacher uses her musical skills well to improve pupils' understanding of the need to prepare properly to sing and to listen carefully to tunes and rhythms. Lessons are brisk and enjoyable so that pupils find that learning is fun.
129. Pupils look forward to their music lessons and are keen to learn new songs and tunes. They work hard and concentrate well during the lessons so that they are able to improve their skills and

understanding. At times some pupils are a little too excited by the activities but staff manage them well so that they settle again and everyone continues to enjoy the lesson.

130. The subject is led and managed effectively by the specialist co-ordinator who transmits her own enthusiasm to the pupils. She supports non-specialist teachers well with the guidelines of a published music scheme and by developing the resources including ICT for music systematically. Music makes a valuable contribution to collective worship and religious education. Pupils are to have the opportunity to learn the recorder in Year 3 and visits to the school by professional musicians are planned. Opportunities to work towards performances at the end of term are to be provided. Music makes a good contribution to spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

131. Standards are average and achievement is satisfactory for all pupils in the two lessons observed, where teaching is also satisfactory. Judgements are therefore based on a scrutiny of teachers' planning and discussion with key staff. In the lessons seen all pupils make satisfactory progress. Pupils practise their travelling and balancing skills confidently, in small groups and in pairs with increasing difficulty. They co-operate with each other, take turns and enjoy competitive team races.
132. Teachers' planning indicates that the full range of the National Curriculum programmes of study is available to pupils. It is not possible to make a judgement about the quality of teaching overall. The subject is managed successfully and is identified as a priority in the school development planning.

RELIGIOUS EDUCATION

133. Pupils in Years 1 and 3 have been in school for a week and no previous work was available for scrutiny. It is, therefore, not possible to comment on standards in religious education, but in the lesson seen in Year 3, pupils achieve well. No lessons were observed in Year 1. Pupils, including those who learn English as an additional language or have special educational needs, make good progress because of good teaching.
134. Pupils in Year 3 recall learning about some of the symbols of Judaism in their previous lesson and know that symbols mean different things to different people. They know that there are items and customs that are special. Pupils know that the Torah is the holy book of the Jews and they discuss the sadness felt by the Hebrews at the time of Passover sensitively. Pupils explain different special days of their faiths and their importance to them well.
135. Teaching and learning in this lesson are good because pupils use the information they are given to talk about their own experiences. They build well on previous learning and their understanding of symbols because of the good resources the teacher uses to enhance her telling of the story. The teacher encourages pupils to consider the similarities and differences between the celebrations of different faiths so that their understanding of each other increases.
136. Pupils show an interest in the lesson and listen well to the story because it is told well by the teacher and supported effectively by a good range of artefacts. They try hard to answer questions thoughtfully. They discuss their own celebrations in groups because the teacher skilfully directs their groups so that they take it in turns to speak.
137. The subject is managed well by the co-ordinator who skilfully supports staff with guidelines and resources. The school is using the new local guidelines and has a good range of interesting resources to support the teaching of several religions. Religious education makes an important contribution to collective worship and is an integral part of the life of the school, with strong links with subjects such as art and design and music. Visits and visitors are an important part of the religious education curriculum and the contribution it makes to pupils' spiritual, moral, social and cultural education.