

ERRATUM

OFSTED INSPECTION REPORT

Waterfield First School

URN 125953: Inspection number 252992

Dates: 20 – 23 January 2003

Please change inspection dates on the front page of the report and summary from 20 – 23 February 2003 to 20 – 23 January 2003.

INSPECTION REPORT

WATERFIELD FIRST SCHOOL

Crawley

LEA area: West Sussex

Unique reference number: 125953

Headteacher: Lindsey Diamond

Reporting inspector: John Lilly
12487

Dates of inspection: 20 – 23 February 2003

Inspection number: 252992

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | First |
| School category: | Community |
| Age range of pupils: | 3 - 8 |
| Gender of pupils: | Mixed |
| School address: | Waterfield Gardens Bewbush Crawley West Sussex |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Reverend Ian Phillips |
| Date of previous inspection: | 11 May 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|--------------------|----------------------|--|---|
| 12487 | John Lilly | Registered inspector | History | <p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are the pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p> |
| | | | Religious education | |
| | | | Special educational needs | |
| | | | English as an additional language | |
| 11414 | Ann Bennett | Lay inspector | Educational inclusion | <p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p> |
| 23036 | Jennifer Nicholson | Team inspector | Foundation Stage | How good are the curricular and other opportunities offered to the pupils? |
| | | | Science | |
| | | | Geography | |
| | | | Music | |
| 16760 | Dorothy Latham | Team inspector | English | |
| | | | Art and design | |
| | | | Physical education | |
| 10270 | Sandra Teacher | Team inspector | Mathematics | |
| | | | Information and communication technology | |
| | | | Design and technology | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Waterfield is a larger than average nursery and first school with 262 girls and boys on roll between the ages of three and eight. The nursery serves the wider community and most of the children join the school's reception classes. This community has significant social and economic deprivation. A more than the average proportion of pupils is eligible for free school meals, and many parents work in low pay or insecure employment. A greater proportion than average of pupils is from cultures other than English and most of them speak languages other than English; some are at an early stage in learning English. The commonest language is Urdu. A greater proportion of pupils than average is on the register of special educational needs and several pupils have significant emotional, behavioural and social difficulties. Most children join the school with very low achievement. The school works with many community partners.

HOW GOOD THE SCHOOL IS

Waterfield is a good and improving school. The headteacher is a strong and very determined leader and, with her vision, staff are becoming an effective and winning team. There is an increasing commitment to helping all children to succeed and, as a parent said, 'No child is invisible'. Teaching is good and most pupils make at least good progress. Staff know they need to do even better, recognising that attainment across the school is still below the standards expected of children of this age. Results in National Curriculum tests and assessments at the end of Year 2 in 2002 were slightly above the average for similar schools. Attendance is improving, due to the determined efforts of staff, but is still slightly below average. Good management of behaviour and strong values, supported by strong partnership with the community and parents, make the school a caring, purposeful and orderly community in which to learn and teach. The school has built secure foundations for future improvement. Governors and staff realise that there is still a lot to do. The school offers sound value for money.

What the school does well

- The headteacher, senior management and governors provide strong and determined leadership.
- The partnership with parents makes a very significant contribution to the pupils' learning.
- The work with other community groups greatly enriches the pupils' learning and personal development.
- Teaching is good and most pupils make good progress.
- The clubs and activities for pupils outside lessons are excellent.
- Support is good for pupils with special educational needs and those learning English as an additional language.

What could be improved

- The strategies for increasing pupils' personal development need to be more effective.
- Teaching needs to be even better at raising standards.
- The senior management needs to ensure that middle management becomes more effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1998. Since then, the current headteacher took up post, most staff are new and assessment data shows that the attainment of children when they join the school has declined. It is a very different school from what it was at the time of the last inspection and staff face greater challenges. There is evidence that for a time standards dropped but recently they have begun to improve as staff have benefited from good leadership and management and have become a more effective team. Since the last inspection, the school has made much better use of the accommodation and pupils present their work with more care. Pace and challenge in lessons and feedback to pupils on how to improve still require improvement. Overall, improvement has been satisfactory and is now good. The school is well equipped to improve rapidly in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| reading | E* | E | C | C |
| writing | E | E | E | B |
| mathematics | E | D | D | C |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Standards are improving steadily. The best measure of the school's performance is a comparison with average results for similar schools in National Curriculum tests at the end of Year 2. This shows that pupils in 2002 achieved slightly above this average and the school is doing well. The attainment of pupils in Year 3 broadly matches the picture for Years 1 and 2, although their progress is slightly slower. This is because these pupils, though current teaching in Year 3 is good, did not benefit from the improved teaching at the Foundation Stage. Overall, starting from a very low base, all pupils make at least satisfactory and often good progress. Key weaknesses remain in the pupils' speaking and listening skills, partly because teaching does not address these needs sufficiently effectively, and partly because these skills, like learning a new language, take longer to develop. The school sets very challenging targets and is determined to meet them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Most pupils are keen to come to school and do their best. |
| Behaviour, in and out of classrooms | Most pupils behave well, although a small but significant minority find it difficult to match these high standards. |
| Personal development and relationships | Pupils develop well and relationships are good. This is an area for further improvement, as pupils join the school with low social and personal skills. |
| Attendance | Attendance is improving but is still below the national average. |

The school is a good place for all pupils, however great their problems, to develop as confident and responsible young people. Even so, many have yet to gain the independence to behave well and concentrate on their work without the firm control of their teachers. The attendance figures overall are below average mainly because of the poor attendance of a few.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

Teaching is very good in the nursery where the key focus is on the development of personal and social skills. It is consistently and generally good in other years and classes. Very good teaching is too rare. Literacy and numeracy are taught well and, in particular, reading. Teachers and teaching assistants work together as an effective team to help all pupils succeed. Learning is best when teachers set challenges in small steps and help pupils at each step to see why they succeed and what they need to learn next. In these lessons, pupils learn more quickly and take more responsibility for their own work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad, balanced and relevant to pupils' present and future lives. The provision for learning outside lessons is excellent, and the partnership with community and parents makes a very significant contribution to the pupils' learning. |
| Provision for pupils with special educational needs | Provision is good both through specialised support and also within classes. |
| Provision for pupils with English as an additional language | Provision is good but would benefit from even better teamwork between specialist and class teachers. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good overall. It is good for moral and social development and sound for spiritual and cultural development. |
| How well the school cares for its pupils | The school takes good care of the pupils. |

The partnership with parents makes a major contribution to the pupils' learning and personal development, and this is enriched by the wider and excellent partnership with other community groups. Provision for learning of information and communication technology requires improvement. The school has made great improvements in supporting personal development, but there is now a need to move from management of and care for pupils to helping them gain the skills to 'do it on their own'.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The strong and visionary leadership of the headteacher is a major factor in the school's improvement. She is well supported by experienced and committed senior managers and, in particular, the deputy headteacher. Leadership and improved management are driving the school forward and upwards. |
| How well the governors fulfil their responsibilities | The governors work in an involved and business-like way to support the work of the school. They meet their responsibilities well. |
| The school's evaluation of its performance | Through the school's very good partnership with the local education authority advisors, self-evaluation has become a strong foundation for improvement. |
| The strategic use of resources | Resources are well and prudently managed to underpin the longer-term improvement of the school. |

The school has a strong staff. Teachers and teaching assistants are well trained and qualified, and there is a higher than average number of adults to meet the needs of the pupils

and the curriculum. These numbers are necessary to meet the wide range of the pupils' learning needs. The accommodation is good and provides an efficient and stimulating environment for learning. Resources for learning are satisfactory, but better use of computers is necessary, and resources for such subjects as history and religious education require improvement. The school works hard and well to gain best value from their resources by consulting with others, taking advice, comparing the school's performance with other schools and ensuring that staff evaluate the strategies they choose and the investments they make.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What some parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children like school and make good progress. • Teaching is good. • Their children develop well. • They work with the school as full partners. | <ul style="list-style-type: none"> • Some parents feel there should be better outside-class activities, especially for younger children. • A few parents would like a better relationship with the school. |

Inspectors agree with the positive views of parents. They find the provision for outside-class activities to be excellent, although clubs are mainly for older pupils; the school is considering what more it could provide for reception and Year 1 pupils. There is a very good partnership with most parents, although, on rare occasions, some parents and the school have needed to agree to disagree.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment when they join the school has declined since the last inspection and their personal and social skills, in particular, are less developed. Currently, children join the nursery and reception classes with very low attainment and few of the skills they need to learn effectively. This means the school is faced with much greater challenges than at the time of the last inspection.
2. For a time after the last inspection, results in National Curriculum tests and assessments at the end of Year 2 declined but they are now improving, especially in reading. In these tests in 2002, pupils attained the national average standards in reading, but their attainment was below average in mathematics and well below in writing. When compared, however, with the average for schools facing similar challenges, their reading and numeracy work was average and in writing above average. This is a better measure of the school's performance and shows that the school is doing well and is beginning to overcome weaknesses in the pupils' learning; the attainment of current pupils shows that the improving trend continues.
3. Children make good progress in the nursery, especially in the development of their personal and social skills. This good progress continues in the reception year, although only a few will achieve all the early learning goals set for this stage in their schooling. Even so, their ability to concentrate on their work and co-operate with others has improved and they have the knowledge and skills that form the foundation for reading, writing and number work. The key weaknesses that remain are that most children find it very difficult to speak using structures that are usual for their ages. This means they also find it difficult to understand fully the meaning of what they hear. They hear their teachers' structured language but cannot grasp what it means because their own language is relatively unstructured and has too restricted understanding of words. For these children it is like learning a new language and this takes time. Most do not have the language skills to order their thoughts when solving problems.
4. Most pupils make good progress in Years 1 and 2, but they have had a long way to go to reach standards nationally expected from these age-groups. The attainment of current pupils in Year 2 is below average in English, mathematics and science, despite good progress having been made. They make good progress in art and design, design and technology, geography, physical education and religious education, where standards match national expectations, and at least sound progress in history and music, although attainment is still below expectations, despite steady progress. Pupils are not making good enough progress in information and communication technology because there is insufficient use of computers in classrooms; consequently, standards are significantly below national expectations. Progress in literacy and numeracy overall, is good. Even so, progress needs to be more rapid if pupils are to attain national expected standards by the end of Years 2 and 3.
5. Pupils make satisfactory progress in Year 3, although their capacity to learn is less because they have had less time to benefit from the improved provision in the school. Attainment is still below expectations in English, mathematics, science, information and communication technology, geography, and music. Attainment is broadly in line with expectations in art and design, design and technology, history, physical education and religious education.

6. Girls and boys make equivalent progress. Pupils with special educational needs make good progress because they are well supported both in class and also through specialised sessions outside class. Those learning English as an additional language make very good progress in their acquisition of English and good progress in their other learning, again because of good support. In the main, the most able pupils make satisfactory progress because the school has just begun to address their particular needs.
7. Standards are improving because:
 - the school sets challenging targets to achieve;
 - teaching is better than at the time of the last inspection;
 - the school uses partnership with parents and the community very effectively;
 - the school has effective full-school strategies, for example the programme run by the deputy headteacher and the provision for special educational needs.

Improvement is hindered because teachers do not pay sufficient attention to:

- developing the pupils' speaking and listening skills;
- developing the pupils' thinking skills of inference and deduction;
- matching the learning to the needs of the most able pupils;
- giving pupils continuous feedback on how to improve;
- applying ways to develop the pupils' personal and social skills more effectively.

Pupils' attitudes, values and personal development

8. Pupils are enthusiastic about their school but most have yet to gain the maturity expected at each age. Four and five-year-olds come to school with a lot to learn, such as how to answer to the register and co-operate in play. They make real efforts to follow their teacher's instructions. Pupils like to get involved in what is going on; for example, the 'hatching of the dragon's egg' in one class caught their imagination and the playground was a buzz of ideas about what might have happened. They can easily become restless in lessons because they cannot concentrate for very long. They are excited by success. 'I've done it! I've done it', called the nursery pupil, as he experimented with the mouse to move shapes on the computer.
9. Behaviour in the school is improving but can cause problems and hold back learning. It is good when the teacher gives clear directions, expects these to be followed and insists on eye contact. Some pupils have behaviour problems, which do not damage learning in the class when well managed but do so when not. Pupils behave well in the dining hall, because they are closely supervised. Older pupils enjoyed participating as the crowd in assembly when listening to the story of Jesus meeting with Zacchaeus, although some of the younger pupils did not have sufficient confidence to join in. Behaviour is, therefore, good when teachers have firm control but deteriorates quickly when this is not the case; learning then suffers.
10. Pupils are taught that they must make sensible choices about their actions, and in this way they begin to manage their own behaviour and take responsibility for their actions. Provision for personal development is good but needs to develop further. This is because it needs to rectify the low social and personal skills of the pupils. Even by Year 3, most pupils have not achieved the maturity expected of children of that age. By that age, there are still some pupils who find it very difficult to behave. Three pupils have

been excluded in the last school year, one permanently. Some of these pupils were excluded on more than one occasion. These exclusions were warranted and usually led to better behaviour or provision of better support. This number is average for similar schools.

11. Pupils' relationships in lessons vary but are usually good; even so, many find it difficult to co-operate. Pupils respect teachers and other adults in the school.
12. Nearly all pupils arrive on time in the morning. Attendance is unsatisfactory despite the school's best efforts, although it is improving slowly. The poor attendance of some is because the school has yet to find ways to engage the full support of their parents; inspectors recognise how difficult this can be. Overall, the low level of personal skills and low attendance are major challenges facing the school, and, therefore, assessment data needs to be used to measure the extent to which these deficiencies hinder progress. This would give a clearer message to all concerned. They remain major hindrances to learning, despite the determined efforts of staff and good policy.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching is good and is improving because staff are working more closely together and are better trained, led and managed. It has improved since the last inspection. Teaching is very good in the nursery and good in all other years. Overall, all teaching observed was at least satisfactory, and at least good in three-quarters of lessons. It was very good or excellent in one fifth of lessons. Pupils have many factors that hinder their learning and these include insecure social and personal skills and very low attainment when they join the school. They only make good progress when they are very well taught. When teaching was satisfactory, the factors hindering the pupils' learning tended to overwhelm the teaching, and learning became too slow. This shows that to rectify the problems pupils bring to their learning, teaching needs to be of very high quality.
14. Relationships in lessons amongst pupils and between adults and pupils are almost always warm and caring, and the teamwork between adults provides a good role model for pupils. Teachers share their enthusiasm for learning and most pupils respond positively. In most lessons, teachers control behaviour well, but when the management of behaviour is insecure, the pupils get distracted too easily and behaviour deteriorates. Teachers mark work conscientiously and make good use of homework. They plan lessons carefully, often sharing the planning between classes. Teaching assistants work closely with teachers and make a significant contribution to the learning, often taking a lead in teaching.
15. Literacy and numeracy are well taught and the teachers use the guidance of the national strategies effectively. The teaching of reading is especially good. A key weakness in the pupils' learning is their ability to use spoken language to order their thoughts and to find meaning in what they hear. Although most teachers work hard to help pupils develop these skills, the chosen methods need to be more obvious in planning. Even so, the reason why learning tends to be least good in Years 2 and 3 is because these pupils have not benefited from the improved teaching in lower years. Teachers do not make enough use of computers in classrooms to enhance and enrich the learning.
16. In the best lessons, teachers:

- explain very clearly what pupils need to learn and the qualities they will look for in their work, setting different and appropriately challenging targets for groups of different ability;
- have high expectations and ensure the pupils meet them;
- manage behaviour by referring to how bad behaviour hinders the learning rather than imposing their will or appealing to the pupils' better natures;
- ask very open questions that force pupils to think for themselves;
- manage the pace of the lessons so that there is a sense of excitement but also times when pupils can discuss something with others or think things through quietly on their own;
- work very quickly when moving between individuals or groups, continually helping pupils to see why they succeed or not, and what they should learn next;
- give pupils a structure to work from when carrying out complicated tasks;
- use the end of lessons to ask the pupils how well or confidently they have learned and what they need to learn next.

17. In the least effective lessons:

- pupils spend too long on one way of learning for example, either listening to the teacher or working on their own;
- the teachers do not give the pupils a sequence or structure to work with when doing complex tasks;
- bad behaviour or poor concentration weakens the benefits of the teaching because the teacher tends to either try and impose their will or appeal to the pupil's better nature;
- expectations for both behaviour and also learning are not set and agreed at the beginning of the lesson;
- the teacher does not clearly distinguish between times when they are talking to the class as a whole and times when pupils are working on their own or in groups;
- the end of lessons means the pupils stop working rather than taking time to consolidate learning and review progress.

18. Overall, the most effective teachers use assessment data to start their planning with the learning needs of the pupils, and the least effective start with the curriculum that needs to be covered. Pupils' abilities to infer and deduce are poor because their language skills are not well developed. This is why they need structures to lead them from one idea to a new idea, and teachers need to have very good understanding of those structures.

19. In the best lessons, pupils concentrate and behave well and are too busy to lose concentration or behave badly. Most classes have pupils who have significant behavioural, emotional and social difficulties and not all the teachers have the skills to deal fully with these problems. Agreed plans to help these pupils are often too general and imprecise, and aim at control rather than improvement.

20. Pupils with special educational needs are well supported either through teaching by specialised teachers or by in-class support by teaching assistants. Some teachers, however, do not take enough account of these pupils' individual education plans in their planning. Similarly, pupils who speak additional languages to English, or who are learning English from the beginning, are well supported by specialist teachers and a bilingual teaching assistant. Class teachers as a whole do not have sufficient training in the learning needs of these pupils. The school has made a good start at creating the best way to help the most able pupils reach their potential, but there is some way to go.

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

21. The school provides well-planned and relevant learning opportunities for all pupils. This planning ensures that the curriculum meets the statutory requirements of the National Curriculum and for religious education.
22. The curriculum is broad and balanced with an emphasis on hands-on experience, especially for younger pupils. The way the curriculum is planned for each year group ensures that pupils cover the required aspects of each subject in a measured way and build on their learning steadily, as they move through the school. The high priority teachers give to literacy is having a positive effect upon standards, especially in reading. Through frequent, systematic and direct teaching of sounds and letters, pupils tackle new words with confidence and make rapid progress from very low starting points. They have good opportunities to practise and reinforce their developing literacy skills in other subjects; for example, in geography and history. Daily mathematics lessons help pupils to make steady progress as they move through the school. The curriculum meets the needs of pupils of different backgrounds and abilities, although provision is less well developed for the most able. Although teachers identify pupils with the potential to attain at higher levels, they do not always challenge them well enough in lessons, as at the time of the last inspection. The school prepares pupils well for the next stage in their education.
23. Through focused support in the well-resourced room for pupils with special educational needs, and through in-class support, pupils of lower attainment gain full access to the learning opportunities. Similarly, a specialist teacher and teaching assistant help pupils who are learning English as an additional language to gain a good understanding of what they need to learn. The deputy headteacher has a full-school role in ensuring all pupils gain access to the curriculum. This is already having a positive effect, although the school recognises that there is still work to do for the most able pupils.
24. Visits to relevant places of interest such as the Science Museum or National Gallery enrich the curriculum. Theatre groups and storytellers stimulate the pupils' imagination, and musicians visit the school from time to time. The excellent range of clubs, including sporting and musical activities, is a strength of the school and demonstrates the strong commitment of staff and governors to broadening the pupils' experiences. This helps pupils have higher aspirations and become better motivated. Teachers make good use of the school grounds, for example, the garden with its small wild area.
25. The curriculum for children in the nursery and reception classes is good, as at the time of the last inspection. Well-organised planning suitably takes account of the nationally recommended curriculum for young children. Staff provide a wealth of interesting, relevant and practical activities and, as a result, children play and learn purposefully. Teachers achieve an effective balance between focused activities led by an adult, and those that the children can choose for themselves. They reflect a central theme, such as 'The post man' or 'The airport', to encourage children to make links between different aspects of their learning. The high priority that teachers and teaching assistants give to personal, social and emotional development underpins work in all other areas of learning. The daily priority they give to developing talk and children's early reading and writing skills is effective. They foster children's developing mathematical skills well, through regular focused activities, as well as capitalising on other activities such as cooking. This curriculum provides a secure foundation for work within the National Curriculum and is already raising standards further up the school.

26. The school's curricular provision for pupils' personal development is satisfactory with good features. An appropriate programme for personal, social and health education is in place. In whole-class groups, however, the trusting and nurturing atmosphere the school's approach tries to promote is difficult to achieve because managing the pupils' restless behaviour too often dominates. Aspects of health education, such as healthy eating and the care of teeth, are suitably addressed in science lessons.

Provision for personal development

27. Overall, the provision for spiritual, moral, social and cultural development is good, as at the time of the last inspection, and leads to pupils having good attitudes to school and being keen to learn.
28. Waterfield makes personal development a top priority and the headteacher, deputy headteacher and all teaching and support staff promote it with perceptive care and strong determination. The school seeks to develop a range of beliefs and values, particularly those of care and respect and knowing the difference between right and wrong. These are well promoted through display and actions within the building, the appearance of the buildings, and, intrinsically, through the caring relationships between adults and pupils and amongst pupils. Discussions about thoughts and feelings permeate the life of the school, for example, in 'circle time'.
29. There is sound provision for spiritual development. The school provides opportunities for spiritual awareness through assemblies, but time for reflection is brief. Religious education lessons give pupils too few opportunities to reflect on the beliefs and practices of major world faiths and, in particular, the pupils' own religious experiences. Teachers foster spirituality in some lessons, for example, some inspiring pupils to write imaginative poetry in English, and to await excitedly the 'hatching of the dragon's egg'. The school environment encourages pupils to develop a sense of wonder at natural beauty, for example, when pupils plant seeds and watch them grow. There are, however, too few opportunities to appreciate and respond deeply to art, literature and music.
30. Daily assemblies build pupils' self-esteem and self-awareness, as do occasions to celebrate birthdays, achievements and 'good work'. During the week of the inspection, the theme of 'Personal Power' was emphasised through story and discussion. Opportunities are often missed, however, to help pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. The taught curriculum does not contain planning for spiritual development.
31. Provision for moral development is good. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies, and pupils take part in regular fund-raising events for charitable causes. Moral issues are considered within subjects, for example, in geography and science as part of studies on pollution and other environmental issues. Within religious education lessons moral issues are discussed in relation to respect and friendship, for example, where pupils discuss the qualities of a special person in their class, and study aspects of citizenship. Rules of good behaviour that are agreed by parents, pupils and teachers are in evidence around the school and are referred to, when necessary, to reinforce good behaviour.
32. Provision for pupils' social development is good. The school successfully fosters the social development of its pupils and is working hard to create a strong sense of

community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school and to make sensible choices. Older pupils are reminded to look after younger ones. They receive good opportunities to take part in organised social activities, such as plays, concerts and carol-singing. Opportunities are provided for the older pupils to use their own initiative and to take on more mature responsibilities, although these could be extended.

33. The school's provision for cultural development is satisfactory with good features. Pupils are made aware of the nation's English heritage, for example, through their work in dance and drama, local history and geography. Pupils celebrated the Jubilee and poppies were sold in the playground to commemorate Remembrance Day. Pupils read stories and sing songs from countries such as West Africa, India and Australia, and visit local churches, a synagogue and a mosque. However, the school does not fully or sufficiently celebrate the rich ethnic mix within Britain and within the school, by involving parents from differing cultures, inviting visitors from different faith communities or using the environment to help pupils learn and understand more about their own and other cultures.

The contribution of the community

34. The headteacher and other staff work with many community groups and have brought the school into the hub of the community. Many parents involve themselves with the life and work of the school and there are many visitors from the community. This close partnership enriches the pupils' learning in lessons and extends their learning through, for example, church-run holiday play activities and a redecoration programme. Parents highly value the family literacy initiative and the parenting courses. This community aspect of the school's strategy for improvement makes a significant contribution to the pupils' learning and personal development.

How inclusive is the curriculum?

35. The school works hard to be fully inclusive and largely succeeds. It does not give up on pupils, working with families to keep poorly behaved pupils in school. Teachers and support staff receive training together so that they give a consistent message. Staff value pupils and treat them as individuals. They track their behaviour and attendance, give praise when pupils improve and plan timely interventions when they do not.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes good care of its pupils. The strong relationships, which the school has established within the local community, mean that pupils and their families are well known. Class teachers have a clear and perceptive understanding of their pupils' strengths and weaknesses. The midday supervisors and classroom assistants take good care of the pupils, and this gives children confidence, self-esteem and a consistent approach throughout the day.
37. Governors take good care over health and safety matters, and the headteacher has a good understanding of child protection issues and manages these very well. Amongst the classroom assistants there are plenty of qualified first-aiders who are immediately on hand to care for pupils who are injured or unwell.

38. Attendance is slowly improving through tracking of absence and lateness of all pupils and the support of the educational welfare service. The school aims to establish a habit of regular attendance by involving parents and pupils and by using rewards for high levels of attendance, and this is proving successful.
39. The school acknowledges the difficult behaviour of a proportion of its pupils, and has provided training for all staff in behaviour management and control. This makes for a consistent approach throughout the school, and senior staff manage more serious incidents well, with pupils encouraged to take responsibility for their actions. They are taught to 'make a sensible choice' and, in practice, this works. The recently developed behaviour-tracking system helps class teachers to identify successful strategies for managing poor behaviour. The next step is to move from controlling behaviour towards its sustained improvement.

Assessment

40. Staff use assessment productively to monitor the pupils' learning. They have effective procedures for evaluating pupils' attainment and progress, particularly in the main subjects. They analyse this information carefully, comprehensively, thoroughly and in a number of ways, for example, by gender, ability, the language spoken at home and whether children are eligible for free school meals. They track the progress of individuals, groups, classes and years in the main subjects and this leads to focused action if progress slows. Information gained is also used to set sensible and practical targets for year groups, class groups and for individual pupils; teachers regularly review and update individual targets. Similarly, teachers assess, monitor and evaluate the progress of pupils with special educational needs and of those who are learning English as an additional language. Assessment as a whole is much improved and underpins raised attainment and more effective teaching.
41. Teachers and managers use accurate assessment to guide and improve planning at yearly, termly or half-termly review times. However, not all teachers make as effective use of assessment on a day-to-day basis to give pupils guidance on how to improve or to improve the plans for the next lesson. In the best lessons, teachers give clearly identified objectives, based upon assessment, for pupils to meet in each lesson, together with clear and frequent feedback on why they succeed and how they can improve. These are features observed in the most effective lessons.
42. There is a clear marking policy, and marking of pupils' work has improved since the last inspection. The most effective marking includes advice on the best way to tackle the next steps in learning but this is not always seen, in practice. Teachers also monitor and evaluate pupils' personal development, and older pupils use self-assessment to gain insight into their own progress against their personal targets. This information leads to individual behaviour improvement plans for pupils who find it difficult to behave, but these would benefit from greater detail.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school demonstrates its very strong commitment to the community by the way it has been able to engage parents in school activities. Consequently, parents value the school highly and feel very involved in their children's schooling. The school has succeeded in raising parental awareness of how to help their children, through parenting courses, run by the school nurse, and family-literacy courses run by the staff. Some of those who have benefited from these courses have volunteered to help in school, and say that they personally have gained even more and are better able to help their own

children. Parents value the home-visits for pupils before they start school, and the pre-inspection questionnaire shows that parents appreciate highly the school's work. Attendance at consultation evenings has improved significantly. As a result of the school's determination and hard work, parents are involved at an increasingly high level in their children's learning.

44. The school provides a very good range of written information for parents – newsletters, specific subject leaflets and termly curriculum information, the best of which also tell parents how they can help their child. Annual reports are satisfactory; they contain kindly and perceptive personal comments alongside details of what the child has learnt, but they do not say clearly enough how the pupil is getting on, judged against national standards or for his or her own level of ability. Targets for future work in English and mathematics could be phrased more helpfully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The strong and visionary leadership of the headteacher is a major factor in the school's improvement. She is well supported by experienced and committed senior managers, and, in particular, the deputy headteacher. This leads to a well-managed school in which people know where they are going and why. This management ensures that people have the skills and resources they need, and the day-to-day life of the school is efficient, orderly and purposeful.
46. The governing body represent a wide range of experience and expertise. Good leadership from the chair and vice-chair ensures that the governing body works in a business-like and efficient manner. They give the school a clear direction for the future and make certain that the school has what it needs to succeed, for example, by taking great care over the recruitment and selection of staff, and prudent management of resources. They meet their responsibilities well.
47. Working closely with the local education authority advisors, management evaluates the performance of the school rigorously and systematically. This gives governors and managers a clear knowledge of how good performance is and what still needs to improve.
48. A detailed and scheduled school improvement plan grows from this knowledge. As such, this plan provides a good and coherent plan of action for each year and in the longer term. However, because it is so detailed, the top priorities run the danger of getting lost in the detail. The governors set challenging targets. However, the school improvement plan lacks sufficient linkage between these targets and the key ways in which they will be met.
49. The role of subject co-ordinator is effective but senior management needs to support and guide further improvement. The middle managers ensure that they support colleagues, but, in most cases, they have yet to provide strong leadership in improving standards in their area of responsibility and accountability. One reason for this is that they have insufficient time to work with colleagues in classrooms, and a second reason is that senior management has not made sufficiently clear the leadership purpose of the role.
50. Senior management effectively monitors and evaluates the school's performance in various ways, including rigorous analysis of assessment data. This analysis, however, misses interpretation of the negative effects of poor attendance and behaviour. The deputy headteacher does not have class responsibilities, and has a very active full-

school role. This role is intended to bring support for learning together, and give senior management first-hand information on what needs to be done to improve performance. Although this initiative is at an early stage, it has already had a very positive effect on standards. The governing body could usefully become more systematically involved in this aspect of the school's management.

51. Provision for special educational needs is well managed, as is that for pupils learning English as an additional language. The overall management of learning support, however, is insufficiently coherent. The school is aware of this need, and the whole-school role of the deputy headteacher is finding ways to achieve improvement.

Staffing

52. The school has a strong staff. There are sufficient qualified staff to meet the demands of the curriculum, and this resource is enhanced significantly by others from the community and specialist agencies. Statutory performance management procedures are in place for teachers and this support also extends profitably to support staff. The teaching assistants are well trained and, consequently, make a significant contribution to learning. Staff development is well planned and organised, although the important function of lesson observation in helping staff to improve, could be enhanced by increasing its frequency. The school is significantly involved in the training of teachers and this has a positive role in raising standards since it brings new ideas into the school. Newly qualified and trainee staff are well supported. Induction to the school and to new roles is very good in some areas but only satisfactory in others, for example, the development of middle-management roles. Recruitment and selection is a strength of the school.

Accommodation

53. The buildings are well designed and this leads to efficiency. They provide an attractive and stimulating environment for learning, and are well furnished and maintained. Management make good use of the accommodation and this is an improvement since the last inspection. The nursery building is old and coming to the end of its working life. Even so, this does not have a significant or negative influence on the learning.
54. The present accommodation provides space to have community learning events, open resource areas and a dedicated special educational needs room. This capacity is of significant benefit in improving standards. Overall, the accommodation provides a good and safe environment in which to teach and learn.

Resources for learning

55. Overall, resources for learning are satisfactory and, in some areas, good. They are best for core subjects such as literacy and numeracy, but insufficient in range and quantity for history and religious education. There are sufficient computers but they are not used to full effect, for example, in classrooms. There is a pleasant library but, in terms of books available and its use, there is room for improvement. Such improvement is in the governors' strategic planning.

Efficient and effective use of financial resources

56. Financial control is sound and the school has taken action on the minor points raised in the most recent audit report.

57. Financial planning is good, and supports the school's educational priorities well. Specific funds are used appropriately, and very good care is taken to make cost-effective use of bought-in expertise, for example, by training all the staff for a whole day on the school priority of behaviour management. The headteacher makes exceptional efforts to find funds and resources that will benefit the school; for example a community group has redecorated most of the school. The school invests money prudently and maintains a sensible balance to meet contingencies and for future investment in, for example, extensions to the library.
58. To gain best value, the school works closely and productively with colleagues from the local education authority and this helps them to evaluate honestly the school's performance against the performance of other schools and quality standards. The school is keen to learn better ways to improve. The school offers sound and increasing value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The pupils start school with very low attainment and have considerable learning and social needs. Everything the school does, therefore, needs to be very good if the attainment and personal development of the pupils are to match national expectations. This is a challenge the school accepts with determination and has begun to meet. The school has made good progress. Governors and senior management recognise that both teaching and helping pupils to take responsibility for their own decisions need to improve further. One of the strong foundations already in place is the realisation among staff that, although they have come a long way, further improvement is needed. For these children, simply satisfactory performance is not good enough to meet their needs.

60. To improve the attainment and personal development of pupils, the governors and staff should:

(1) Make provision for the personal development of pupils more effective by:

- reviewing and extending the strategies already in place, so that all staff better understand their purpose and gain the skills and perceptions to make them fully effective;
- designing better individual behaviour improvement plans for those pupils with significant emotional, behavioural and social difficulties;
- improving provision for the spiritual and cultural development of pupils so that every pupil can develop more quickly in self-identity, self-esteem and, therefore, personal independence.

(Paragraphs 27 – 33 are best read as a whole)

(2) Improve the effectiveness of teaching and, therefore, learning by:

- giving greater priority in all planning to the development of pupils' speaking and listening skills with particular attention to national guidance for the Foundation Stage on 'language for thinking';
- placing greater emphasis upon the teaching of inference and deduction;
- making it clearer to pupils at the beginning of lessons what they need to learn and what the teacher and pupils themselves will look for to measure success at the end;
- making better use of assessment data to give pupils more frequent and clearer feedback on why they have succeeded and how they can improve;
- making the challenge for more able pupils more precisely matched to their particular learning needs;
- increasing the use of information and communication technology in lessons;
- managing focused support for improved learning more effectively through better coherence between provision for special educational needs, special behavioural needs, learning English as a new or additional language and the needs of very able pupils. (Paragraphs 49 and 51)

(Paragraphs 13 – 20 are best read as a whole as well as paragraph 7)

(3) Make leadership and management more effective by:

- producing a simplified plan for improvement so that staff can 'carry in their heads' and 'see at glance' the top priorities;
- ensuring managers and all staff continuously use focused assessment to evaluate success or otherwise against these targets and priorities;
- increasing the senior management guidance and support for subject co-ordinators;
- ensuring through training that all staff give greater priority to using assessment to understand better the learning needs of their pupils; teaching then becomes ways of enabling learning more than simply passing on of information;
- ensuring that managers place even more continuous priority on increasing staff capacity and capability to succeed, for example, through even more frequent lesson observation.

(Paragraphs 45 – 51 are best read as a whole.)

While addressing and rectifying the above weaknesses, governors and staff should:

(4) Improve attendance by:

- continuing with current actions that are bringing improvement;
- analysing assessment data by attendance, so that parents, children and staff have a clearer understanding of the negative effects of poor attendance.

(Paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons or parts of lessons observed | 75 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 10 | 43 | 19 | 0 | 0 | 0 |
| Percentage | 3 | 13 | 58 | 26 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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) | 26 | 188 |
| Number of full-time pupils known to be eligible for free school meals | | 37 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y3 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 5 | 56 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 38 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10 |
| Pupils who left the school other than at the usual time of leaving | 12 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.6 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.4 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 28 | 21 | 49 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 23 | 25 | 25 |
| | Girls | 17 | 18 | 18 |
| | Total | 40 | 43 | 43 |
| Percentage of pupils at NC level 2 or above | School | 82 (74) | 88 (74) | 88 (85) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 24 | 26 | 26 |
| | Girls | 17 | 17 | 17 |
| | Total | 41 | 43 | 42 |
| Percentage of pupils at NC level 2 or above | School | 84 (78) | 88 (85) | 86 (85) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 219 | 7 | 1 |
| White – Irish | 1 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 3 | 0 | 0 |
| Asian or Asian British - Indian | 3 | 0 | 0 |
| Asian or Asian British - Pakistani | 5 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 1 | 0 | 0 |
| Black or Black British – African | 2 | 0 | 0 |
| Black or Black British – any other Black background | 1 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 14 | 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 – Y3

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 12.6 |
| Number of pupils per qualified teacher | 15.58 |
| Average class size | 21.2 |

Education support staff: YR – Y3

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 133 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 58 |
| Number of pupils per FTE adult | 8.66 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 8 |
| Number of teachers appointed to the school during the last two years | 13 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| 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 | 616424 |
| Total expenditure | 581600 |
| Expenditure per pupil | 2617 |
| Balance brought forward from previous year | 42356 |
| Balance carried forward to next year | 62386 |

Balances include accumulating investment funds for example, for improvements to the library.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 259 |
| Number of questionnaires returned | 108 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 67 | 32 | 1 | 0 | 0 |
| My child is making good progress in school. | 62 | 34 | 1 | 0 | 3 |
| Behaviour in the school is good. | 52 | 42 | 4 | 0 | 2 |
| My child gets the right amount of work to do at home. | 48 | 45 | 5 | 0 | 2 |
| The teaching is good. | 69 | 31 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 57 | 35 | 8 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 67 | 26 | 4 | 2 | 1 |
| The school expects my child to work hard and achieve his or her best. | 67 | 28 | 3 | 0 | 2 |
| The school works closely with parents. | 53 | 37 | 7 | 2 | 1 |
| The school is well led and managed. | 56 | 36 | 3 | 2 | 3 |
| The school is helping my child become mature and responsible. | 57 | 38 | 1 | 1 | 3 |
| The school provides an interesting range of activities outside lessons. | 46 | 39 | 4 | 2 | 9 |

Other issues raised by parents at the pre-inspection meeting

- A few parents felt the written communication with parents could be improved.
- A few parents felt the recognition of faith communities other than Christian could be better.

In response to these issues, Inspectors find current communication satisfactory although improvement is possible. They also agree that the school needs to find more ways of valuing and appreciating the faiths practised by children who are not Christian.

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

(Provision for early years learning at the Foundation Stage (nursery and reception classes) covers six areas of learning. To prepare for work within the National Curriculum, children are expected to progress through three steps and achieve early learning goals (ELGs) in each area of this learning by the end of the reception year. Guidance for this stage expects learning to be a balance between focused work in groups and structured play with a purpose.)

61. Provision overall is good, with several very good features, and has improved since the last inspection. Children enter the nursery class in the autumn following their third birthday. They attend for morning or afternoon sessions each day. They transfer to the reception classes one year later, mostly at Waterfield. Most children enter reception with very low levels of attainment, in language development in particular. They have limited experience of books, and of using pencils and other writing implements. Very few are identified as having the potential to attain highly. Children are making good, and in some cases very good, progress in their learning. Many children are likely to reach most of the goals for the end of the reception year in personal, social and emotional development, knowledge and understanding of the world, physical development, and creative development. However, most children are unlikely to reach the goals for communication, language and literacy, and for mathematical development. Despite good teaching, teachers are not yet able to compensate in full for children's low starting points in these areas.

Teaching

62. The quality of teaching and learning for children in the nursery and reception classes is good. Almost one quarter of lessons observed were of very good or outstanding quality, where children were particularly well motivated to learn through challenging, well-paced, imaginative and lively activities such as the aeroplane role-play in reception or Postman Pat's picnic in the nursery. The main strength lies in teachers' and teaching assistants' secure understanding of the active way that young children learn and the need to provide a wide range of practical and relevant activities. Planning is good and the teaching areas, including the outside, are well organised. Tasks are suitably challenging overall, and expectations for children's behaviour are high. Through careful observation teachers and teaching assistants know the children well and use this knowledge well to plan the next steps in learning. Occasional shortcomings occur when time is not used to best effect and a slow pace results in fidgety children, or when teaching steps are too rushed. Teachers do not always participate enough in children's chosen activities. Teamwork is very good and the qualified teaching assistants make a valuable contribution to children's learning. There are only two assistants between the three reception classes, which is not enough to meet the many learning needs of the children.
63. Teachers encourage parents to talk about their children's learning, for example at the home-visits, prior to starting school. Daily opportunities to talk with teachers further promote harmonious links between home and school. Nursery children have good access to an appropriate and suitably equipped outside area that includes simple climbing equipment and also a covered area for use in inclement weather. Although the reception outside area is readily accessible, it is not fully enclosed. The climbing equipment presents too little challenge for lively four-year-olds to fully exploit their physical skills.

Personal, social and emotional development

64. Teaching in this area of learning is very good, enabling children to settle happily and become familiar with new routines away from home. Many children are likely to reach most of the early learning goals. Teachers and teaching assistants are very caring and deal with the children in a friendly, warm and sympathetic way, valuing their comments and contributions. As a result, children approach staff with ease. They are confident enough to choose their own activities and to move about the teaching areas, including the outside. They enjoy the activities on offer and are keen to participate, sometimes staying for lengthy periods at one task. Most children behave well, encouraged by regular, kindly but firm reminders, for example about 'good sitting'. Occasionally, however, they resort to squabbling or physical means. Through the staff's imaginative strategies, such as watching sand run through a timer, many children take turns and are learning to share. Four-year-olds are beginning to play together, for example, with mathematical shapes or in the sand. Children make reasonable attempts to manage coats and washing hands. Specific religious education lessons are making a significant contribution in this area of learning.

Communication, language and literacy

65. Despite good teaching, most children are unlikely to meet the early learning goals. Nevertheless, children are making good progress from very low starting points. Teachers place a high priority on talk through skilful questioning and sensitive encouragement. Children are keen to talk, albeit in a limited way, offering generally relevant comments about stories, for example, or talking to each other in their play. Teachers and teaching assistants speak clearly and work hard to extend the children's vocabulary, introducing such words as 'cockpit', 'pilot' and 'co-pilot'. Children in nursery and reception 'write' freely in their play, and in the 'post office' or 'travel agents'. Through regular and focused writing activities and good access to writing materials, many four-year-olds are beginning to make letter-like shapes in their writing. A few are starting to spell out simple words, making good use of the staff's frequent reinforcement of sounds and letters. Most four-year-olds make reasonable attempts to write their names.
66. Children handle books with care. They enjoy stories and listen attentively. Some three-year-olds are beginning to recognise their name and some four-year-olds know their reading book by heart. They are becoming familiar with some letter names and sounds and are at the early stages of building up new words. With intensive additional support, children are beginning to recognise a small range of familiar words.

Mathematical development

67. Teaching in this area is good overall but, because of low starting points, many children are unlikely to reach the early learning goals. The best teaching challenges children effectively, as with the practical beginnings of adding numbers together. It stimulates them well so that they continue their mathematical learning in their play. Many children count accurately to six, and some to ten and beyond. They make reasonable attempts to record numbers. They know the names of some simple geometric shapes and some can make a simple repeating pattern. Teachers promote mathematical learning effectively through daily focused activities. They make good use of number rhymes to reinforce children's counting and simple computing skills. Other activities are designed to reinforce and extend children's mathematical thinking. For example, in the nursery, they cook and role play, sorting and delivering parcels. In reception they board an

aeroplane with tickets, passports and numbered seats. Mathematical opportunities are sometimes lost, however, during routines such as registration or milk time.

Knowledge and understanding of the world

68. Teaching in this area is good and most children are on course to achieve most of the early learning goals. In scientific aspects, teachers encourage children to be curious and to observe carefully, as when gathering autumn leaves in the nursery or when on a 'colour walk' in reception. Teachers provide a suitable range of construction activities and children enjoy building (the aeroplane from big blocks), making things from interlocking bricks (the garage), cutting and sticking. Children play freely with sand and water, pouring, building, and learning how they work. They mould play dough into different shapes and talk about what they are doing. In cooking activities they observe how ingredients change. Teachers make good use of visits and visitors. Through the airport topic, which has included a visit to nearby Gatwick Airport and the use of simple maps and model planes, reception children are gaining a good awareness of other places. Nursery children are finding out about people who help us through visits, for example, from a nurse and the post woman. Through direct teaching and frequent access, children approach computers with confidence and many in reception manage simple games independently.

Physical development

69. Teaching in this area is good and most children are likely to achieve the early learning goals. Teachers provide a wide range of activities to encourage strong hand and finger muscles. Children roll, poke and press play dough. They work effectively with small things such as interlocking bricks and pasta shapes. Some children use scissors successfully but many do not have an effective grip with pencils and crayons. Teachers provide good access to the outside areas where children can run, ride tricycles and play with wheeled vehicles. The climbing equipment for reception children lacks enough challenge, however. In more structured physical sessions in the school hall, children play games and move appropriately in a variety of ways, encouraged by well-paced, appropriately challenging and direct teaching.

Creative development

70. Teaching in this area is good with a wide range of creative activities on offer. Most children are likely to reach the early learning goals. Provision across the nursery and reception classes for imaginative and role-play, structured as well as independent, is a real strength. Teachers and teaching assistants join in the play in role, for example sorting and delivering parcels, or being ground and aircrew for a flight to Spain. As a result, children's own imaginative ideas develop so that they continue the play independently, checking in and weighing luggage, for example, or wheeling trolleys about, complete with bags and the baby. Teachers encourage children's musical development effectively through frequent songs and rhymes, direct teaching and also access to instruments for free experimentation. Consequently, children know an increasing repertoire of songs and rhymes. Those in reception are learning how to play correctly simple percussion instruments, such as claves. They make good attempts at tapping the rhythmic pattern of their names. Children draw and paint boldly in nursery, enjoying making marks and applying colour. In reception their paintings and drawings are becoming more representational.

ENGLISH

71. Provision for learning is satisfactory with many good features and has improved since the last inspection. Pupils join the school with low literacy attainment and with very low speaking and listening skills. At the time of this inspection, pupils' attainment overall was still below national expectations by Year 2, and by Year 3. While in reading attainment meets the average range for these ages, it is below average in speaking, listening and writing. In the last inspection, standards in English in both Year 2 and in Year 3 were reported as being average for these ages, and progress was said to be satisfactory. Since that time, the attainment of pupils when they join the school has declined significantly and there has been considerable variation in results in National Curriculum tests and assessments at the end of Year 2. In the last two years, however, there is an improving trend. In 2002, the school's results in national tests and assessments at the end of Year 2 showed a big improvement in the standards of reading, and attainment matched the national average, although writing results were still well below average. When compared with the average for schools facing similar challenges, however, reading attainment was average and standards in writing above average. This comparison is a better measure of the school's performance. Current attainment shows some further improvement, with writing moving to below the national expectations rather than well below.
72. In recent years, attainment on entry to the school has been well below the national average in the pre-learning skills leading to both oracy and literacy. While children make good progress during their Foundation Stage, they enter Year 1 still below national expectations in the foundations for English. Good progress in the subject, however, continues through Years 1, 2 and 3, and, despite remaining in the below-average band, there is evidence of standards continuing to improve within it. Pupils with special educational needs, and those with English as an additional language, make good progress towards their targets because they are given suitably adapted work, and receive good support. There are no significant differences in the progress of boys and girls. Overall, the attainment of the most able pupils is too low.
73. In Year 2, standards in speaking and listening are below national expectations generally. Pupils enjoy listening to stories and poems, but many have short spans of attention and need frequent repetition of explanations and instructions. Most speak confidently, and are able to express their wants and needs. While generally they speak fluently and with a growing range of vocabulary, their understanding of vocabulary is sometimes low and their spoken language immature in structure. Most pupils are keen to express their ideas and to answer questions, but a significant minority need a great deal of encouragement to do so.
74. Pupils in Year 3 also show below average standards in speaking and listening. Although good progress is made between Years 2 and 3, pupils in Year 3 are still below average in their grasp of vocabulary and their use of grammar. However, more pupils have the confidence to speak out, and virtually all pupils like to take part in class discussions. They also work well together in pairs and small groups, using each other as sounding boards for reviewing and evaluating their ideas and their work, and they do this sensibly.
75. By Year 2, pupils' reading skills are average for their age. They read confidently from appropriate texts, and are able to use the techniques they have been taught for spelling out unfamiliar words. They all enjoy reading, but they often find it difficult to recall what they have recently read, or to discuss the happenings in a book. In particular, they find it hard to make any predictions about possible ensuing happenings or story-endings. Most pupils could not name a favourite book. Pupils enjoy shared reading opportunities with their teachers in the literacy sessions, and often join in with enthusiasm.

76. In Year 3, reading skills are also below national expectations. Again, pupils read confidently, and sometimes fluently, when using suitable texts provided by teachers. They usually comment on what they have just read in terms of repeating information from the text, but they find it hard to make inferences, or to imagine explanations referring to happenings in the text. Their ability to discuss aspects of their reading and their reading preferences is not well developed. This lack is even apparent for more able pupils. Pupils in both Years 2 and 3 are not used to finding their own books for pleasurable reading or research in the library. Although they are taught how to use a library, most pupils are unfamiliar with ways of finding both fiction and non-fiction books.
77. Pupils' writing skills are below expectations in Year 2. They are beginning to understand that a story has a structure and needs a beginning, middle and an end, and they can comprehend that a poem has some sort of a pattern of words. Although they have a sound understanding of the sounds of letters, their skills in writing down words are still at an early stage; this tends to hinder the flow of meaning and imagination. Letter formation is practised carefully, but again, for most pupils, progress in gaining regularity and fluency in handwriting is slow.
78. In Year 3, standards in writing are also below expectations. However, spelling is improved from the levels found in Year 2, and handwriting shows much more neatness and regularity. Teachers introduce pupils to different forms of writing, such as letter writing and making a play script, and pupils enjoy this and make efforts to produce thoughtful work. This can be seen in their dramatic presentations of a scene imagined during an Antarctic exploration, a topic that grabbed their imaginations. While most pupils still rely mainly on simpler grammatical constructions in their sentences, many are able to show evidence in their work of moving towards more complex structures. Most pupils in Year 3 are able to use full stops and capital letters appropriately, and some can employ a wider range of punctuation successfully.
79. In all classes, standards in literacy are the same as those found in English, and the development of literacy skills across the curriculum is also the same. A basic problem in writing is that it is often limited by the natural speech of pupils which is not well suited to the form of English needed in school. This follows through not only in terms of vocabulary, but also in terms of grammatical construction and the use of connectives that link different clauses and structures. Slowness in writing and spelling also limits imaginative and descriptive writing because it hinders the pupils' flow of thought and imagination. Information and communication technology is used sometimes for editing and word-processing, enabling pupils to produce well-presented work, although more use should be made of these supports for learning. Teachers do not make enough use of these technologies to develop writing skills.
80. In Years 1, 2 and 3 the quality of teaching and the quality of learning in English is good overall. This matches the findings reported in the last inspection. Teachers' planning is appropriate and thorough, and takes account of pupils' differing needs and abilities. Phonics are taught very thoroughly indeed, with a well-emphasised input; this supports accurate reading at all levels of ability. Lively and imaginative approaches to themed work maintain pupils' interests and motivation, and support both reading and writing well. This is apparent in the current topics of dragons in Year 1, the Australian outback in Year 2, and Antarctic explorations in Year 3. Teachers challenge the pupils well through a range of writing forms such as stories, poems, reports, descriptions, instructions, letters and play-scripts. This is more effective because teachers give pupils writing frames and word banks to support their emerging writers. This approach is not used so well in other subjects. Older more able pupils, however, lack sufficient opportunities to research information independently for their own writing. Teachers

place great emphasis on extending pupils' vocabularies, and encouraging them to use more exciting terms in their writing. There are productive focuses on the use of adjectives, similes and metaphors, on verb variety and on the exploration of synonyms. In Year 3, pupils were selecting the most dramatic words they could find from synonyms listed in their thesauruses, during a writing exercise describing gods of myth and legend. In the poetry about the planets in Year 2, there was some good use of simile, and, in Year 1, pupils were finding words to describe their ideas of a dragon. Year 1 teachers use an excellent strategy for encouraging the fluency of ideas in a speaking and listening context. This is called 'the echo game', where everyone in turn volunteers a word of the desired category, for instance a word to describe the dragon, and everyone then says the word in chorus before the game moves on. This accustoms pupils to expressing and sharing their ideas, and reinforces their ability to remember.

81. Assessment in the subject has improved since the last inspection. Marking is generally good and often includes advice to pupils for their next steps in learning, although frequently this merely records what has been already discussed with the pupil orally. Standardised reading and spelling tests are used well. Information from the results of these assessments is collated and very thoroughly analysed, tracking pupils' performances and forming the basis for evaluating pupils' progress; this leads to targets for year groups, class groups and individuals. Pupils all have individual targets to work towards in their reading and writing, and their teachers share these with them. These are changed according to progress and are reviewed at least half-termly. Examples of each pupil's writing are marked and annotated regularly, and used to assess the rate of progress. Teachers are guided in this by use of a portfolio of examples already assessed. In the best lessons pupils are given ongoing information about whether they are succeeding, or how to improve what they are doing, on an informal and oral basis, and brief notes are kept of the needs of pupils arising from a lesson for subsequent teaching and learning. However, this sort of assessment is not yet sufficiently well used across the school, and consistency is lacking.
82. Overall, teaching in English is skilled, thorough on basic skills, and offers creative and imaginative input to pupils. Good opportunities are used for writing, often in connection with integration of subjects across the curriculum such as geography and history, and a good range of purposes for writing is used. There is not, however, a strong enough focus on developing pupils' speaking skills in a structured way, and there is a lack of an identified sequence of such skills to support their development through the school, together with a schedule of stages for review.
83. The subject manager has a good grasp of her subject, and while it is generally well organised, particularly in terms of the planning, which she monitors, she does not sufficiently monitor lessons across the school or sample any evidence of ongoing assessments on a daily or weekly basis. English is enhanced by a variety of special events and activities, such as author visits, book weeks, poetry days, theatre groups performing to pupils and other drama occasions. There is an excellent initiative in the school's Family Literacy Project, where parents can study English further, and also work with their children, while the project also affords extra teaching input outside school session times for those pupils who are able to benefit from it; they do so to a considerable degree.
84. Classroom resources are generally good, but the library provision is inadequate. The room itself is not large enough, although there are plans to extend it in the near future, and it is under stocked and under used. It is appropriately categorised, and most categories are represented, although there are some represented by very few books.

Pupils do not borrow books for their own reading, and older pupils do not use the library for their own independent research, even on a small scale. The distance from the library to the Year 3 classrooms is one problem to overcome.

MATHEMATICS

85. Provision is satisfactory with many strong features and has improved since the last inspection. Children join the school with low numeracy skills and standards are below national expectations in Year 2 and in Year 3. Even so, with good teaching, the pupils make satisfactory progress and standards are improving slowly. The improvement is due to greater attention being paid to mathematics, the introduction of 'mental maths', the teaching of strategies for making calculations, the use of appropriate mathematical vocabulary and the successful implementation of the national numeracy strategy. Higher attaining pupils do not achieve as well as they could because they are not sufficiently challenged and the teachers do not always plan work at the higher levels.
86. High attaining pupils in Year 2 can count and manipulate numbers to a hundred in mental mathematics, such as counting on and back in tens from zero and calculating multiples of ten. They can identify shapes and are able to describe them, referring to corners, edges and faces. Most pupils are developing a sound knowledge of the two and five times multiplication tables. They use standard and non-standard methods of measurement, and are aware of lines of symmetry. In a recent problem-solving activity, 'How many sweets will you need for your party?', teachers introduced pupils to the use of bar graphs to record their investigations. Pupils still have weaknesses in mathematical language and reasoning, however, and this hinders their understanding of problems and their ability to solve them.
87. In Year 3, pupils can use a variety of mental and written methods for calculating numbers up to 100 or more. Most add and subtract competently and compare equivalent fractions. Higher attaining pupils are secure with place value up to 1000 but many pupils have still to reach the standard expected nationally at ages seven and eight. They develop confidence in dealing with money problems as their language skills improve, and the oldest pupils in the school undertake simple mathematical investigations with confidence.
88. Numeracy skills are well used in other subjects of the curriculum. For example, drawing time-lines in history, measuring when carrying out science experiments, singing number rhymes and counting 'jolly snowmen'. A good example of a block graph shows pupils which classes have the best attendance.
89. Pupils are well motivated and enjoy mathematics lessons. They show great enjoyment of mental mathematics, especially when there is a slightly competitive edge to the task. Generally, pupils listen well to their teacher and work well with good levels of concentration. They work well in pairs and small groups. Relationships between teachers and pupils are good. These good attitudes contribute to the quality of learning.
90. Achievement in mathematics is, however, hindered throughout the school by pupils' difficulties with literacy and with English vocabulary. While most teachers adjust lessons to ensure that pupils understand as much as possible, the teaching of pupils with English as an additional language is not effectively co-ordinated within the subject, and this limits progress. Most pupils with special educational needs make satisfactory, and at times good, progress in the subject in relation to their learning difficulties. However, learning in a minority of classes is held back by a lack of detail in planning and

in the quality of guidance for teachers contained in individual education plans. When this happens, learning is unsatisfactory.

91. The quality of teaching is good. Teachers have secure subject knowledge, and understand how to teach numeracy. The lessons start with mental or oral work. This is usually successful because questioning is brisk and matches the needs of all the pupils. Planning is good, and teachers generally ensure that pupils of all abilities work at appropriate tasks. Learning objectives are clear, and, in most lessons, shared with pupils so they understand what is expected. The management of pupils is good and contributes to the good behaviour seen in most lessons. When teaching is effective there is good pace, skilful questioning and management with challenging activities planned. When teaching is less effective, it is because the pace of the lesson is slow, the main activity is too long or not suitable for the pupils or the plenary session is not used effectively to build upon pupils' previous learning. Pupils with special educational needs are sometimes not given work that is closely enough matched to their needs. The quality of marking of pupils' work is satisfactory in some, but not all, classes. Some teachers, particularly for younger pupils, accept work that is presented in ways that lead to mistakes. Homework is used appropriately, and is popular with parents and pupils.
92. The curriculum has improved since the last inspection. It is now based on the numeracy strategy and is broad and well balanced, with good emphasis on mental mathematics, problem-solving and investigations. Arrangements for assessing and tracking pupils' work are becoming well established, with regular reviews of pupils' targets.
93. The co-ordinator provides effective support for her colleagues. Resources are adequate, and are well used in lessons, but too little use is made of information and communication technology in mathematics. Display work in mathematics in classrooms links well with the current curriculum topics, as well as providing a constant reminder of mathematical vocabulary. There are too few mathematical books for independent learning and research in the library.

SCIENCE

94. The school provides well for learning in science but, because of low starting points, standards in science for seven-year-olds are below national expectations. There has been some improvement since the last inspection. Pupils' limited speaking and writing skills hinder their learning, as many are unable to express their ideas clearly enough. Restless behaviour also inhibits learning in the subject.
95. Pupils in Year 2 are clear about the need to treat electrical equipment carefully and safely. They have a basic understanding of the use of electricity in the home, in, for example, the computer, toaster, and cooker. With support they begin to understand that electricity is a source of power or energy. They carry out experiments, for example, to find out which car will travel furthest. They begin to make predictions, as when observing ice cubes melting. Pupils with special educational needs are supported effectively, individually or alongside their classmates in small groups. Pupils with the potential to attain more highly are sometimes motivated to continue their learning beyond the lesson, for example, by completing a short electrical circuit independently. Standards for the oldest pupils in the school, in Year 3, also fall below national expectations. With support they remember the names of different groups of teeth, some of their functions, and how to keep them healthy. They make appropriate links with previous learning about healthy eating. They know that humans have two sets of

teeth and offer simple reasons for why milk teeth are shed. Standards are broadly in line with those found during the last inspection.

96. The quality of teaching in science is good. Sometimes it is very good when a brisk pace holds pupils' attention particularly well, and regular reinforcement helps to make the learning explicit. Learning is satisfactory, but is hindered by low literacy skills and restless behaviour. Teachers work hard to stimulate and challenge pupils. They use a variety of teaching methods, often with a practical emphasis, which pupils clearly enjoy. They often begin new topics with an assessment so that new work can suitably build on prior knowledge. They place an appropriately high priority on experimental work that becomes increasingly more challenging as pupils move through the school. For example, pupils in Year 1 use their senses to investigate different items and talk about what they are discovering. By Year 3, pupils work in a more structured way, asking questions, making predictions and recording findings in a variety of ways such as on tables or graphs. Teachers make good use of resources. For example, they make sure that there are enough model teeth for everyone to work with, or provide imaginative things to illustrate each of the five senses. Overall, teachers' subject knowledge is secure and their skilful questioning encourages pupils to recall previous learning and make appropriate links to reinforce current learning. In Year 1, for example, during a discussion about sight, the teacher effectively helped pupils to remember learning about light from last term. Teachers state clearly what pupils are expected to learn from each lesson and emphasise relevant scientific vocabulary such as 'conclusion', 'energy', 'incisors' and 'molars'. They make sound use of information and communication technology, for example, for data handling, or by using a short video to emphasise safety when using electricity. They make well-considered use of pupils' developing mathematical skills as when measuring distances travelled by model cars.
97. In general, pupils are interested in and enjoy science. They respond well to lively questioning and are keen to offer suggestions. Sometimes they work together with a partner or in small groups, especially when supported by an adult. However, there is often a disturbing underlying restlessness that detracts and interrupts the learning.
98. The leadership and management of science is satisfactory overall. The co-ordinator monitors planning and has begun to monitor teaching and learning in class. She has a clear view of the future development of the subject. Plans are in hand to fine-tune curriculum planning and further develop assessment procedures. Targets set for national testing are ambitious.

ART AND DESIGN

99. Provision for learning is good and has improved since the last inspection.. Pupils' attainment by the end of Years 2 and 3 matches national expectations, and this is a slight decline since the last inspection. Even so, current standards show good learning because pupils now join the school with lower attainment. Art and design is a strong subject in the school because of a combined, whole-school approach. Pupils take pleasure and care in their work.
100. Teaching and learning is good in Years 1 and 2. Pupils learn to handle media such as paint, textiles and collage materials, and make good use of well-planned opportunities to draw, paint, print, weave and construct images and representations in a variety of ways. Teachers teach basic skills well, such as use of printing tools in very attractive animal pictures done in Australian aboriginal style. They give pupils good awareness of colour as with the choice of red, yellow and orange to make abstract representations of fire.

They encourage pupils to create their own free and individual painting, such as in the 'portraits'.

101. Observational drawing has improved across the school, for example, 'winter evergreens' in Year 1 and drawing from a pond-dipping expedition; pupils then transferred these coloured drawings to a piece of fabric. Teachers introduce pupils to a wide range of media and to a variety of processes, including paint, pastels, charcoal, printing, textile work, collage and sculpture. Information and communication technology is utilised well, with appropriate 'painting' and designing programs. Year 2 pupils have been able to produce very attractive pictures in the aboriginal style, involving very careful and precise use of the mouse. Studies of the work of famous artists and those from cultural traditions around the world are generally well integrated with accompanying practical work, often related to work in other subjects.
102. The quality of both teaching and learning of pupils in Year 3 is also good. For example, increasing attainment is shown in the sketchbooks. The sketchbooks are not only used for sketching, but also for note-making, and for designing intended products. Observational drawing is careful and often precise. Colour mixing enables production of subtle hues, as in the Year 3 abstract paintings representing icy scenes in Antarctica. These abstracts also display a good sense of line and shape in their composition, and follow an understanding of the notion of abstract painting derived from study of the work of other artists.
103. Teachers' planning for this subject is good, and shows a sound balance between the knowledge-based and the practical strands of the subject. Although three-dimensional work is included in the planning, little evidence of this was seen around the school at the time of the inspection.
104. Assessment is a weak area of the subject. Although there are some procedures suggested for assessment, these are not used sufficiently to evaluate progress. The subject co-ordinator surveys planning and maintains portfolios of the best examples of finished work, but does not systematically observe lessons. Resources are generally good, for both the main strands of the subject, and there are occasional enrichment events and activities. Year 3 visited the National Gallery this year, studying paintings to do with 'journeys'. There is also an art club, held after school. Displays around the school are of good quality, well presented and attractive, and enhance the school environment while celebrating pupils' work.

DESIGN AND TECHNOLOGY

105. Provision for learning is satisfactory with good features, and there has been some improvement since the last inspection. Pupils make satisfactory progress and reach standards in line with national expectations. Pupils with special educational needs and those for whom English is an additional language, play their full part in all activities, and make satisfactory, and on occasions good, progress.
106. In Year 2 pupils discuss ideas and use drawings to help work out design solutions. They understand the sequence of planning, designing, making and evaluating the finished product. When designing their vehicles pupils used a well-prepared sheet on which they wrote down the materials they would use and step-by-step instructions on how they would proceed. On completion of the task, they noted what they liked best about their product, together with how it might be improved. Pupils successfully make Christmas cards. They study the use of wheels before designing and making their own

wheeled vehicles. Pupils are introduced to a satisfactory range of materials, and are given good opportunities to learn appropriate uses for each.

107. Older pupils build on what they have learnt earlier. In Year 3 they understand the design-and-make process, through to thoughtful evaluation. There is imaginative integration of design and technology into other subjects of the curriculum. Pupils make animals from the Antarctic using simple pneumatic systems. They consider the best materials to use and ways to make their animals move.
108. Pupils talk with enthusiasm about the tasks they have undertaken, particularly, making a fruit salad, and clearly enjoy the activities provided for them. They evaluate the texture, taste and flavour of the fruit and discuss how to stop it turning brown after it has been peeled.
109. Teaching is at least satisfactory. Looking and reading the pupils' work and the displays shows that the pupils' have understood the tasks. They use the correct vocabulary and all the pupils are suitably challenged. The teaching seen was good.
110. Leadership and management are satisfactory. Teachers are using the scheme of work incorporating recent national guidance. Class teachers have yet to undertake ongoing assessment of pupils' understanding and performance in respect of specific skills. There is too little use of information and communication technology.

GEOGRAPHY

111. The school provides satisfactorily for geography and standards have been maintained since the last inspection. Teachers ensure that pupils study the required curriculum elements in a measured way, as they move through the school and so that skills such as mapping develop steadily. Standards by the end of Year 2 meet national expectations. They are aware of aspects of life in a contrasting place such as Australia. They identify physical features of the bush and have some knowledge of the wild animals that live there. With support, they are beginning to compare and contrast features of Australia, such as the weather, with those of the United Kingdom.
112. Standards for the oldest children in the school, in Year 3, fall below national expectations. They have a basic understanding of different climate zones of the world, and know about aspects of weather such as rainbows. They are beginning to use keys in map work. Through work in literacy, they have an awareness of other contrasting environments such as the Antarctic sub continent. They find out basic aspects of other countries such as Mexico or America, and use information and communication technology skills to present the information in an attractive travel brochure.
113. The teaching is good overall, enabling most pupils to make sound progress in their learning. Teachers provide appropriately challenging and interesting work. They make good links with other subjects such as Aboriginal art and music to reinforce work in geography on Australia. They question pupils effectively to encourage them to make links with previous learning. They emphasise geographical vocabulary such as 'physical and human features'. They make good use of different scaled maps and globes to develop pupils' sense of place. They use books and pictures to good effect to encourage pupils' observation and research skills. They use information and communication technology suitably, as when finding out about the weather, or for data-handling as in graphs to show methods of travel from home to school. They use the locality appropriately, for example to plot routes. They arrange visits further afield, such as to London, to broaden pupils' knowledge of other places. They build on pupils' own experiences effectively, such as identifying holiday destinations on a world map.
114. In general, most pupils are interested in geography lessons and work purposefully. Most behave appropriately and only become restless when the teacher's introduction or the task is overly long. On the whole, teachers manage pupils' behaviour effectively. Occasionally, however, despite the teacher's best efforts to follow the school's agreed practices, the identified behaviour difficulties of some pupils in Year 2 significantly hinder learning for the majority.
115. The leadership and management of geography are satisfactory overall. The co-ordinator is aware of what needs to be done. She monitors samples of pupils' work and planning. She has made a useful start at monitoring the work in class but lacks designated time to develop this aspect of her role. As she is aware, geography lacks coherent agreed assessment procedures.

HISTORY

116. Provision for learning is satisfactory and standards have been maintained since the last inspection. Attainment by the end of Year 2 is slightly below national expectations although broadly in line by the end of Year 3. Pupils join the school with low attainment and make good progress, especially those with special educational needs and those learning English as an additional language.

117. Pupils learn steadily because the curriculum is well planned and taught. They gain a good sense of time so that by Year 3 they can understand that ancient times were a long time ago. These older pupils understand that societies in the past are different from societies today because things change over time, and ways of life are changed by discovery and events. They learn to be young historians by examining artefacts and thinking through what these can tell them about the past. They begin to understand that societies are governed in different ways. When studying ancient Egypt, Year 3 pupils understand how and why life was so different then, and use this understanding to deduce why these people took such care over the burial of their dead and why important people, such as Pharaohs, wore very ornate jewellery.
118. Teaching is good but does have areas for improvement. In the best lessons, teachers give pupils clear things and skills to learn and they break down the work into short units, with pauses so that they can show pupils why they succeed and how they can improve their work. They give pupils a structure to work to when investigating what artefacts can tell them, aiding skills in observation as well as deduction and inference. When learning becomes too slow it is because pupils do not have sufficient structure and deadlines to work to. Overall, the teachers have good subject knowledge but this can lead them to focus on teaching pupils facts rather than thinking first about how the pupils need to learn and what lack of understanding might hinder them. Assessment is not good, and, therefore, teachers sometimes do not clearly understand the problems pupils' face. Similarly, and for the same reason, much of the teaching sets the same tasks for all abilities. Through good support from teaching assistants and specialist support for pupils learning English, these pupils make good progress, while the most able pupils sometimes find the work undemanding and their concentration wanders.
119. Pupils enjoy history. Even so, when teaching lacks challenging pace or appears to be too difficult or easy, behaviour sometimes deteriorates.
120. The subject manager plans the curriculum well and gives her colleagues the support they need. Leadership of the subject, however, is less effective because she has too little time to work with colleagues in lessons. There are not enough resources, both as to range and quantity, and this detracts from good teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Provision for learning is unsatisfactory and requires improvement. In Year 2 and Year 3, pupils' attainment in information and communication technology (ICT) is unsatisfactory and below national expectations. Pupils have not made enough progress because the computers with which the school is resourced are insufficiently used. The introduction of the new computers is not impacting on standards because they are not used sufficiently effectively, both when considering the central provision, and the use of computers in classrooms to enhance other subjects.
122. In Year 2 and 3, standards are below average and only the most able pupils, and those who have computers at home, achieve expected levels in some aspects of computer literacy. Skills in communicating through text and imagery are satisfactory only for some pupils, while skills overall in handling data and control are too low. A key reason is that the programmes of study for some aspects of the subject have not been covered sufficiently. Standards are also affected by the lack of planning by teachers in other curriculum subjects and the inefficient use of the computers available.

123. Younger pupils are gaining confidence and enjoy using the keyboard and the mouse. However, they lack an appreciation of the value of ICT, and do not understand the impact of technology upon their every-day lives. With the exception of word-processing and simulation packages, pupils have only a limited knowledge of the facilities within the program they are using. Pupils are not confident in loading the software. The higher attaining pupils in Year 3 can communicate information by making good use of the word-processing program, when redrafting work in English, for example. They can change the colour and size of the font to enhance the appearance of the text. In Year 2, pupils are still developing their control skills when using the keys and the mouse to direct the cursor around the screen. This is well below what is expected by that age. Higher-attainers, when using an art program, create attractive pictures using a variety of tools. With the help of an adult they save, access and print their work. Pupils are learning to direct a programmable robot through inputting simple mathematical instructions.
124. Pupils do not all have regular turns on the computers in the classrooms. Some aspects of each programme of study sometimes appear in other curriculum areas. For example, in history, Year 3 pupils use the CD ROMs to research information about the Egyptians. In science, they found information about the body, using an appropriate program. However, opportunities for pupils to use ICT skills across the curriculum for the purposes of data-handling, monitoring and modelling are insufficient, and this hinders learning in these areas. Pupils use a word-processing package in their English work to write simple sentences and are confident when calling up the program from the 'contents' screen and use the centre, space and backspace keys appropriately. They use the mouse competently and but cannot switch between upper and lower case letters with ease. Good use is made of ICT for pupils with special educational needs but this additional resource is not available to pupils for whom English is an additional language. A computer is not available for pupils' use in the library. Higher attaining pupils are insufficiently challenged and do not forge ahead fast enough in their learning.
125. Pupils are enthusiastic about information and communication technology. They show real pleasure such as when they retrieved the relevant information from a database. Parents and pupils appreciate the newly acquired hardware and supporting software. Pupils are keen to exploit every opportunity given to use it. They work sensibly and carefully at the machines, and higher-attainers often help and support the less experienced pupils.
126. The quality of teaching is satisfactory overall and one very good lesson was observed. A positive move is the introduction of whole-class lessons to demonstrate new skills, such as finding out about Australian animals from a database. The management of pupils is good and teachers are able to explain the practical task. However, when groups of pupils move to the suite, support staff are insufficiently briefed to help pupils move forward in their learning. Teachers have yet to find the correct balance between allowing the pupils to explore and experiment with the software and intervening at the correct moment to move the learning forward. A number of teachers lack information technology expertise and offer activities that are not always relevant or at the required level to ensure the pupils' learning. There is too little monitoring of attainment of individual pupils to assist the planning of activities to match their needs.
127. There are times throughout the day when computers are not used enough to support work in other subjects and to give pupils the opportunity to consolidate their skills in a variety of contexts.

128. The school has moved forward since the previous inspection, but progress on implementing the action plan has been too slow. The co-ordinator has clear plans for information and communication technology and is creating a good ethos for learning in the subject. She has too little time to monitor the teaching and the learning, in part because she also carries another very important responsibility in the school. It is now a matter of urgency that the action plans be implemented to raise standards.

MUSIC

129. The school provides satisfactorily for music. Standards have been maintained since the last inspection and are now improving. Clubs, currently recorder, and last term singing, suitably enhance the appropriate music curriculum. A drum club is used innovatively to support the school's behaviour management programme. Music satisfactorily enhances the daily act of collective worship, for example, by helping to establish a reflective atmosphere at the beginning. The singing, however, in assemblies and also in music lessons is variable, as pupils do not always sing as well as they can. The quality of the singing improves, and is more tuneful and enthusiastic, when accompanied by the piano or a confident voice.

130. Standards overall, by the end of Years 2 and 3, are below national expectations. Older pupils suitably follow the class teacher's directions to sing a familiar song in a basic range of dynamics such as fast and slow, and work in twos and threes to plan a small group performance. Seven year olds respond to musical extracts such as the aquarium section of 'The Carnival of the Animals' by Saint-Saens, and, unaware of the fishy title, suggest that the music sounds like butterflies, snowflakes or birds. With support they begin to think about how music can change mood.

131. The quality of teaching is good overall and pupils make sound progress in their musical learning. The best aspects of the teaching stem from confident musical expertise, as in the co-ordinator's Year 1 class where pupils' effectively extend previous learning about pulse, as they practise tapping simple rhythmic patterns of familiar nursery rhymes. Some higher attaining pupils recognise the difference between 'pulse' and 'rhythm'. Overall, teachers emphasise musical vocabulary effectively, such as 'tempo', 'dynamics', 'rhythm' and 'pulse'. They make good links with learning in other subjects such as geography, for example, inviting pupils to listen to Aboriginal music to support learning in geography about Australia. They use probing questions to prompt recall of previous learning and reinforce current learning. They provide appropriately challenging tasks such as the small group working in Year 3.

132. Pupils enjoy music lessons especially when a calm working atmosphere is established. They are confident to participate. Teachers are sensitive to pupils' needs and manage pupils in a consistently positive and respectful way, in line with agreed procedures. In this they are mostly effective. Nevertheless, underlying restlessness, generally after lunch, disturbs calm and attentive listening to music and hinders progress, particularly in Years 2 and 3.

133. The leadership and management of the subject are good. The co-ordinator acts as informal consultant to less confident teachers and supports them effectively. She has a good overview of what needs to be done in the subject and has made a good start at monitoring teaching and learning in class. However, the current lack of regular designated time to fulfil this aspect of her role hinders further development.

PHYSICAL EDUCATION

134. Provision for learning is good and has improved. Attainment meets national expectations by the end Years 2 and 3. This appears to be a decline in standards since the last inspection but current pupils join the school with lower attainment. All pupils make at least sound progress.
135. Both teaching and learning are satisfactory for six and seven year olds. In a Year 1 lesson, pupils tackled skills of handling and directing a large ball with their feet, making good progress during the lesson in methods of controlling the ball, and guiding it and stopping it, because teachers gave helpful instructions and demonstrations, as well as frequent feedback on how to improve. By Year 2, pupils show an average range of agility and competence in using their bodies to move in different ways, and they try hard to improve their own performance within the lessons. In dance lessons, pupils carefully planned a paired routine with original elements, miming part of an Australian aboriginal story; they then rehearsed and modified it after discussion between themselves or with their teacher, and performed it to the class. Those watching appraised the performances, which were much enjoyed by both onlookers and performers.
136. Teaching and learning are good in Year 3, building on the progress already made; teachers exploit pupils' interests and their abilities to co-operate with one another, often organising work in pairs or small groups. They encourage pupils to appraise the performances of others as well as their own. In a dance lesson, pupils worked in pairs to produce a routine of movement based on the postures of ancient Egyptians in reproductions of wall paintings. Increasing the challenge, one pupil led, while the partner mirrored the actions. Frequent feedback from the teacher, together with very clear exposition, and the use of modelling by the teacher, as well as of demonstrations by pupils, enabled good progress in sharpening the finished performances.
137. All lessons included warm-up and cooling-down phases at the beginning and ends of lessons. Pupils become used to this appropriate pattern and understand the reasons why this is necessary before and after exercise. Pupils develop positive attitudes towards physical education during their time in the school and look forward to their lessons. Although their attention spans are often short, pupils are generally well behaved, space themselves well, share resources, allow others room to move and work well with partners. This is due to the good relationships built up by teachers with their pupils, and to the careful, and pleasant yet firm way in which pupils are managed. The curriculum is well balanced and includes the components of gymnastics, dance, and athletics, while Year 3 pupils also do swimming. Pupils learn to use both large and small types of apparatus. Health and safety rules are provided for staff and explained to pupils. Assessment in the subject is satisfactory, with good procedures involving specifically designed forms for assessing progress.
138. The subject manager holds advice sessions for colleagues to help in planning and teaching the subject and is considering the use of using a digital camera to capture movement sequences to improve assessment. Resources in the subject are good. In the summer there are sports events for each year group, and Year 3 take part in a dance festival, while in the winter there is an after-school football club.

RELIGIOUS EDUCATION

139. Provision for learning is satisfactory with good features, and standards have been maintained since the last inspection.. Pupils' attainment by the end of Years 2 and 3 is in line with standards expected by the locally agreed syllabus. Teaching is good and the curriculum is well planned and meets statutory requirements.

140. Girls and boys make good progress between Years 1 and 3. This is because teachers introduce children to this area of learning at the Foundation Stage. This gives pupils a good start and they approach their learning with interest. Teachers treat the subject seriously, putting effort and imagination into the planning and allocating enough time, usually on a weekly basis.
141. The pupils learn about religions, for example, Christianity, Hinduism and Judaism by studying the importance of special places, festivals, books and artefacts. They learn that most religions teach people how to lead a good life and are introduced to the idea that some people believe that a god has created the world and humankind has responsibilities. They learn to think themselves into the lives and beliefs of other people, appreciating how this helps them think about their own lives.
142. This good learning comes from good teaching. Teachers have a satisfactory knowledge and understanding of the content and purpose of the subject, and how it should be taught. For example, Year 1 pupils learn how various artefacts have meaning for Christians, and, in Year 3, why the Bible is important. At other times in the year, pupils consider festivals such as Divali, Hanukah and Christmas. Above all, teachers help pupils understand the difference faith and belief makes to human lives. They share the importance they place on the lessons with their pupils.
143. The headteacher manages the subject on an interim basis. Teachers are well supported and there is a helpful policy. However, the range and quantity of resources are inadequate. Because the subject is not led and managed on a firm footing, standards are not improving. Areas for improvement identified during the inspection include:
- Pupils learn more deeply if they are given quiet times for reflection.
 - Pupils concentrate better and make better progress when teachers give them structures around which to build observations and investigations.
 - Some lessons are too short and others too long.
 - Progress over time is best when teachers explain clear learning objectives for the lesson, and spend time at the end of the lesson testing understanding and showing pupils how they can improve.
144. Although most pupils make at least satisfactory progress, the most able are too often set the same work as the least able; consequently, they do not reach their potential. A significant number of children are from cultures other than English and many of these are practising Muslims. Because the syllabus does not cover Islam, these pupils are sometimes excluded, by mistake, by teachers. For example, Muslim pupils on several occasions tried to contribute by speaking from their own experience. They would mention a Muslim special event or place, because they were not as familiar with Christian terminology. This led to teachers missing opportunities or treating the contribution as a mistake. The curriculum does not ensure that faith cultures are taught in parallel, even when looking at one religion in particular. Improvements in these areas would enhance the pupil's spiritual development through quiet reflection, and their cultural development by recognising the unique faiths of pupils better.