

INSPECTION REPORT

Carterhatch Infant School

Enfield, Middlesex. EN1 4JY

LEA area: Enfield

Unique reference number: 101983

Headteacher: Mrs E Dixon

Lead inspector: Alan Andrews

Dates of inspection: 1st – 3rd March 2004

Inspection number: 255722

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	308
School address:	Carterhatch Lane Enfield Middlesex
Postcode:	EN1 4JY
Telephone number:	020 8804 6886
Fax number:	020 8373 7323
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Helen Reid
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated close to industrial estates in Enfield and is bigger than most other primary schools. It caters for children between the ages of three to seven after which most transfer to the adjoining junior school. In addition to its main building, the school's accommodation includes a self-contained nursery unit and an annexe that is used to deliver Family Learning and extended learning opportunities. Children are admitted to the school at the beginning of the academic year in which they are three. Currently, there are 308 children on roll, including 60 children who attend the Nursery part-time. There are more girls than boys overall. Children other than those in the Nursery are divided into nine classes, three each in Reception, Year 1 and Year 2. There are 15 full time equivalent teachers, including the headteacher.

The children represent a wide range of cultures and backgrounds, including Indian, Pakistani, Bangladeshi, Caribbean, Turkish and Somali. The percentage for whom English is not their first language is very high. There are a small number of refugees and asylum seekers. Many of the children come from challenging home circumstances with backgrounds that are, overall, below average in social and economic terms. The percentage of children known to be eligible for free school meals is well above the national average, close to half the school roll. The school has a Nurture Group that provides special activities and a homely environment for a small number of children who find it difficult to function adequately in a mainstream class. The percentage of children identified as having special educational needs is broadly in line with the national average and includes one child with a statement of need. Children's attainment on entry to the school varies considerably, but is well below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6436	Alan Andrews	Lead inspector	English Design and technology Art and design Special educational needs
9619	Bob Miller	Lay inspector	
32162	Adrienne Beavis	Team inspector	Science Information and communication technology Geography History
22476	Sue Vale	Team inspector	English as an additional language
10090	Kath Beck	Team inspector	Foundation Stage Mathematics Music Physical education Religious education

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
Tottenham Hale
N17 9LN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and inclusive school. Children achieve well over time, particularly in mathematics, because teaching overall is good. The school ensures that all children do as well as they can, including those with special educational needs and the high number with English as an additional language. Standards found during the inspection at the end of the Foundation Stage and Year 2 are good in mathematics, but below average in English and science. The leadership of the headteacher is very good. The school is managed very well on a daily basis. The governance of the school is satisfactory. The curriculum overall motivates children to want to learn. Partnership with parents is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school is fully inclusive.
- Standards in mathematics are above average.
- A stimulating and secure learning environment is provided.
- Teaching is good overall, although there are some weaknesses in Year 1. Teaching in mathematics is very good in Year 2.
- The leadership and management of the headteacher are very good.
- Good support is given to children with special educational needs as well as those with English as an additional language.
- Provision in the Nurture Group is very good.
- Children enjoy school and they are cared for very well. Their behaviour is good and they relate positively to one another.
- Standards in English and science need to be raised.
- Levels of attendance are not high enough and this holds back some children's achievements.

The school has worked hard and successfully to tackle issues identified in the last inspection. The leadership and management provided by the headteacher are very good and central to the many improvements. She is supported well by the deputy headteacher. Governance of the school is now satisfactory. Unsatisfactory teaching in Year 2 has been eliminated. Resources for information and communication technology have been increased.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	E	E	C
writing	E	E*	E	C
mathematics	D	B	D	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose children attained similarly at the end of Year 2.*

The school faces a number of significant barriers to learning, including a high number of children with English as an additional language and a considerable number who start and leave the school other than at the usual time. Its results in national tests have been mostly well below average, but its trend in performance over the past four years has been up and when compared to similar schools it is doing much better. Children's achievements overall are **good**. Currently, many Foundation Stage children are on course to meet the expected goals for their age in mathematical and physical development and also in personal, social and emotional development. They benefit from good quality teaching and, as a result, from a low base they achieve well. At the infant stage, children are also achieving well over time. In mathematics, they achieve particularly well, especially in Year 2.

Children with special educational needs or English as an additional language usually make good progress. In information and communication technology children are benefiting from new resources, including a computer suite. Standards in the subject are now average.

Children's attitudes to the school and their learning are good. Behaviour is good and this impacts positively on learning. Their spiritual, moral, social and cultural developments are **good** overall. Attendance is below the national average and is therefore unsatisfactory. Punctuality, however, is good.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching overall is **good**. It is very good in mathematics in Year 2 and consistently good in the Nursery. High priority is given successfully to promoting equal opportunities. Assessment procedures are satisfactory, but good in the Nursery. Support staff are used well to help children acquire knowledge, skills and understanding. The curriculum provides a good range of activities that help motivate all children to want to learn. There are many opportunities for enrichment through extra curricular provision. Children are cared for and supported very well. The school's partnership with parents and its links with the community are good.

LEADERSHIP AND MANAGEMENT

Both the leadership and management provided by the headteacher are **very good**. It stems from her high aspirations for the children and a meaningful emphasis on teamwork. There is a successful commitment to inclusion and working together in racial harmony. The daily management of the school is of high quality and enables everyone to get on with tasks effectively. Governance of the school has improved and is now satisfactory. The school improvement plan reflects its determination to get even better. The school analyses data carefully so as to bring about improvements. High priority is given successfully to staff development and training.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents hold the school in high regard, although there is concern about the behaviour of some children and they would like to be consulted more on matters of school improvement. They are right to believe the school is led and managed well. Children are happy to be at the school, knowing they feel valued and helped to do well in their learning.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English and science.
- Ensure that the quality of teaching is consistently satisfactory or better in all three Year 1 classes.
- Raise levels of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY CHILDREN

Standards achieved in areas of learning, subjects and courses

Children's attainment on entry to school varies considerably, but it is mostly well below average. From this low start, children's achievements over time are good. They are particularly good in mathematics. By Year 2, standards in English and science are below average, but good in mathematics. The school has improved standards in information and communication technology and these are now average in Year 2.

Main strengths and weaknesses

- Standards in mathematics are good.
- Children with special educational needs or English as an additional language achieve well over time.
- Children in the Foundation Stage achieve well.
- Standards in English and science are not high enough by Year 2.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.8 (12.8)	15.7 (15.8)
writing	12.9 (11.5)	14.6 (14.4)
mathematics	16.0 (17.2)	16.3 (16.5)

There were 85 pupils in the year group. Figures in brackets are for the previous year

1. Most children begin school with attainment that is well below that expected for their age. The school also faces some significant barriers to learning, including a high number of children with English as an additional language and a considerable number who start and leave the school other than at the usual time. The school deals with these challenges in an optimistic manner and works hard to raise standards. Progress is slow, but their efforts are bearing fruit. In reading and writing, the school's 2003 results in national tests were well below average, but in mathematics they were below the national average. The percentage reaching the higher Level 3 was also below the national average in reading, writing and mathematics. However, over the period 1999 to 2003 the school's trend in national test results was up in all three curriculum areas, markedly so in mathematics. The school's 2003 national test results were better when compared to similar schools. They were average in reading and writing and well above average in mathematics.

2. The national literacy and numeracy strategies have been implemented successfully and are having a positive impact on children's achievements in these subjects. The school analyses its results in national tests carefully and responds well to any emerging issues.

3. The Nursery provides children with a good start to school life. Provision in the Reception classes is mostly good enabling children to achieve well as they move through the Foundation Stage. By the end of the Reception year, most meet the national early learning goals set for them in personal, social and emotional development, mathematical and physical development. They do not meet them in communication, language and literacy, creative development or knowledge and understanding of the world. However, they have made a good start from a low base.

4. Lesson observations and scrutiny of work together show that in Year 2 standards in English and science are below those found in most schools. Standards in mathematics, however, are above those expected nationally. Children work hard and are proud of their efforts. Knowledge, skills and understanding are built up in a systematic way. As a result, children's achievements over time are good, including those with special educational needs or English as an additional language.
5. Many children find speaking and listening difficult. This includes those whose mother tongue is English. They use only a limited vocabulary and sometimes find it hard to communicate more than simple meanings clearly. This hinders their progress in all subjects.
6. The school has worked hard to raise standards in writing. It has been a focus for development and this has brought some success, although progress is slow. Children write for a range of purposes, but their knowledge of sentence structure is limited and most are unable to develop ideas in any detail. They make too many simple errors in spelling and the presentation of their work is generally untidy.
7. Children enjoy listening to stories and most take books home regularly to read. They show a satisfactory understanding of main characters and can recall story lines accurately. Teachers encourage them to use letter sounds and the context of what they are reading to help them tackle new words, but many find this difficult. A small number of brighter children read well, but few others read with confidence and fluency.
8. Children's very good achievements in mathematics are due largely to the high quality teaching in Year 2. Skills are built up in a systematic way and tasks are matched effectively to children's needs. Opportunities are provided for mathematical investigations and they appeal to children's interest. Work moves forward in a purposeful manner and children are keen to learn as much as they can.
9. Children undertake some practical work within the science programme, but, overall, there are too few opportunities for them to experiment and investigate. With help they are able to discuss what is needed to make a fair test, although some struggle to use scientific language appropriately.
10. The school has improved its resources for information and communication technology since the last inspection. This includes the establishment of a computer suite. Children now have much better access to computers and software for use in their work. The introduction of a nationally recognised scheme ensures children learn the full range of skills. As a result, their achievements over time are satisfactory. Standards at the end of Year 2 are now in line with those found in most schools.
11. In religious education children learn a lot about major world faiths, including festivals and how particular places or objects can become special and meaningful. Their knowledge and understanding of the subject grows steadily and standards are generally in line with the expectations of the locally agreed syllabus.
12. Children with special educational needs, including those in the Nurture Group, make good progress in relation to their ability. Tasks are generally appropriate to their needs and they are enabled to experience success.
13. More than fifty per cent of the children speak English as an additional language and some are at an early stage in their learning. Good provision is made for them. This is a great improvement on the last inspection. The school celebrates the rich variety of home languages spoken with multilingual notices, displays, books and artefacts from other cultures. These lead to a respect for other languages and cultures amongst children, and make those new to the school feel welcome. Many children make good progress in developing their spoken English, through interesting, well planned activities. Their reading and written language skills, however, develop more slowly and this impedes the overall standards that children achieve by the end of Year 2.

Pupils attitudes, values and other personal qualities

Attendance is unsatisfactory, while punctuality is good. Children's behaviour, attitudes and personal development are good. Their spiritual, moral, social and cultural development is also good.

Main strengths and weaknesses

- The school's action to promote good attendance is becoming very effective.
- The children's relationships with each other are very good.
- The school deals with all forms of harassment quickly and effectively, and promotes racial harmony very well.
- Children appreciate their own and others' cultural traditions and understand the responsibilities of living together in a school community.
- The authorised absence rate is well above that for similar schools.
- The efforts of some parents to ensure their child's attendance are not good enough.

Commentary

14. The children's attendance for the last academic year was unsatisfactory but is showing signs of significant improvement currently. During the inspection week, the attendance figure was broadly in line with similar schools nationally. The level of authorised absence is high. This is due to the medical needs of some children. The school has worked very hard to promote good attendance and, together with the educational welfare service, has started to make an impact on reducing unauthorised absence. There are a small number of families, however, that persist in keeping their children away from school and this is having a negative impact on the achievement the children concerned.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.9	School data	0.5
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

15. Children enjoy coming to school and develop very strong relationships with their peers in classes. They react positively when given the opportunity to work in pairs or small groups. Relationships are very good irrespective of cultural, religious or ethnic backgrounds. The school promotes equality very well and it is a racially harmonious community, where the children look after each other. Parents agree that their children are treated in a fair and equal way. Relationships flourish at all times of the school day whether inside the building or outside on the playground and, as a result, children's social development has improved since the last inspection.

16. Children's behaviour has improved throughout the school since the last inspection. It is now good and sometimes very good. Nearly all parents feel that a high standard of behaviour is maintained. Staff have a consistent approach and expectations about behaviour are made clear. There have been no exclusions in the past academic year. Any incidents of inappropriate behaviour are dealt with swiftly and resolved to the satisfaction of most parents.

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	73	0	0
White – Irish	1	0	0
White – any other White background	28	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	7	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	21	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	15	0	0
No ethnic group recorded	3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

17. Children’s spiritual, moral and cultural development is good and this is in line with the findings of the previous inspection. Their social development is also good and this is an improvement on the last inspection when it was judged to be satisfactory. In lessons and assemblies children refine their understanding of right and wrong, learn to appreciate the feelings and values of others and to respect individual differences. Spiritual development is fostered successfully when children are helped to appreciate the world around them and when they become fully engrossed in listening to stories. Social skills are developed effectively as children learn to work collaboratively and to take responsibility for simple daily tasks. A good programme of cultural activity, including music, art and literature, enriches children’s cultural experiences.

18. The rich diversity of cultures found within the school is celebrated through a variety of workshops, where children are encouraged to learn more about each other’s cultures. There have been successful days held celebrating African drumming, as well as Balinese, Spanish, Turkish and Scottish dancing, often accompanied with music from these cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its children. The quality of teaching and learning is good. The curriculum is organised well and good links are made across subjects. Staff take very good care of the children. There are good links with the parents and the community.

Teaching and learning

Teaching and learning are good overall. They are very good in mathematics in Year 2 and consistently good in the Nursery. In lessons observed, children are generally managed well and in most lessons there is a productive working atmosphere. The teaching assistants make a valuable contribution in helping the children to learn. Assessment overall is satisfactory, but good in the Nursery and in mathematics, especially in Year 2.

Main strengths and weaknesses

- Two thirds of lessons observed were good or very good.
- Teaching in mathematics in Year 2 is very good.
- There is consistently good teaching in the Nursery.
- The quality of teaching in one Year 1 class is sometimes unsatisfactory. This is because of low expectations of what children can achieve.

Commentary

19. The quality of teaching is good overall with two thirds of the teaching observed being good or very good. This is an improvement on the previous inspection. Unsatisfactory teaching has been eliminated in Year 2 where most of the very good teaching now takes place. However, there is now some unsatisfactory and poor teaching in Year 1.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0 (0%)	5 (12.5%)	22 (55 %)	11 (27.5%)	1 (2.5%)	1 (2.5%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

20. Teaching is consistently good in the Nursery because teachers understand the way children of this age learn well. Relationships are very good and there is a good balance of adult led and child initiated activities. Adults spend time working and playing with the children so that they develop their knowledge, skills and understanding well. Teaching is good in most classes in Reception, but expectations of what children know and can do are not always high enough in this year group. This is because teachers do not take into account the *stepping stones* children have achieved and plan work to meet precise needs. Also some teachers do not expect children to take responsibility for keeping the classroom tidy.

21. Teaching overall at the infant stage is good, but it is stronger in Year 2 than in Year 1. Teaching in English and in design and technology is good. Teaching in science, religious education and in information and communication technology is satisfactory, but some good lessons were seen. The Year 2 teaching of mathematics is very good and is an important factor in the better than average attainment in the subject. In all subjects, lesson planning is mostly detailed and thorough so that teachers know what they intend children to learn and how. Resources are prepared carefully and tasks are usually well matched to children’s needs. Lessons begin promptly and include a good mix of direct teaching and practical work. Support staff make valuable contributions to children’s achievements. Homework is sometimes used to reinforce and extend children’s learning. In the best lessons, there is a sense of purpose and excitement, expectations of what children can achieve are high and they are often fully engrossed in the tasks set. Their behaviour and attitudes towards the work are very good and this has a positive impact on their progress. In the unsatisfactory and poor lessons observed, weaknesses in teaching were due mainly to low expectations of what the children can achieve.

22. The teaching of children with special educational needs, including those with statements of need, is mostly good. The provision for these children relies heavily on in-class support and the use of teaching assistants. The system generally works well and enables children to experience

success. Relationships are very good and, as a result, children are keen to please and to do their best. Care is taken over the setting of individual targets for improvement. They show precise identification of particular needs and are used to help plan and deliver lessons. Teaching in the Nurture Group is also good. The teacher and teaching assistant work together well. A homely, secure learning environment is created that enables children to make good progress towards reintegration into main stream classes.

23. Children from minority ethnic groups and those who are new to learning English are catered for by teachers very well. In the better lessons, plans are carefully made so that specific vocabulary needed by children to be able to understand the lesson is taught effectively and clearly. In one good lesson in religious education in Year 2, one child in the early stages of learning English was able to talk about her memories to her friend in her own first language. This is a good way of including all children within the lesson and of allowing full participation in the learning process.

24. The school's assessment procedures are satisfactory overall, although they are good in the Nursery and in mathematics, especially in Year 2. They are not always used consistently and are not as strong in Year 1 and in science. Some procedures are in the early stages of development. However, children's progress is tracked carefully and targets are set to improve learning. Emphasis is rightly placed on the early identification of children with learning difficulties. Work is marked regularly and often includes constructive comments to help children know how to improve.

The curriculum

The curriculum is good in the Foundation Stage and in Years 1 and 2. Staffing, accommodation and resources are good overall. The accommodation for the Nursery is old and in need of replacement. There is a good number of teachers and a very good number of support assistants to enhance children's learning.

Main strengths and weaknesses

- The curriculum in all year groups is good. It offers a broad and balanced range of learning opportunities that are relevant to children's age and interests and promotes good achievement over time.
- The school places strong emphasis on including all children in the life of the school, regardless of their abilities or backgrounds.
- Provision for children with special educational needs is good. The Nurture Group is particularly successful.
- Provision for children with English as an additional language is good.
- Good links are made between different subjects so that learning is more meaningful.
- Programmes of work are enriched through a good range of visits and visitors as well as extra curricular activities.
- National guidance in terms of schemes of work and structure of lessons has been taken into account appropriately and is helping to enhance the curriculum.
- Accommodation overall is good. The school makes the most of the accommodation for the Nursery, although it is old and needs replacing.

Commentary

25. The curriculum in all year groups is good and designed to promote high standards. This is an improvement since the last inspection when it was judged to be satisfactory. Weaknesses in provision for information and communication technology have been overcome so standards in the subject are now average.

26. Children are engaged in a wide range of interesting activities that make learning purposeful and relevant to their age and experience. Teachers make very good links between the subjects as often as they can. For example, in mathematics work on symmetrical shapes was developed in art

and design and information and communication technology. Practical investigations and problem solving play an important part in the mathematics curriculum enabling children to achieve really well. Children are often involved in discussions, writing, reading, art, music and sport as well as appropriate play activities. However, opportunities are missed to extend children's speaking skills in lessons through questioning and use of 'talk partners', especially in Year 1.

27. Teachers throughout the school place emphasis on children's personal development. Children's work shows they have opportunities to use their initiative, express their own points of view and apply their developing literacy skills. Foundation Stage children move happily between activities, some of which are teacher led and others they initiate for themselves. Expertise from outside the school is used well to enrich the curriculum. For example, Balinese and Egyptian dancers and an African drummer have visited the school to support children's cultural development.

28. The curriculum is planned thoroughly so that all National Curriculum subjects and religious education are in place. Statutory requirements are met, including the provision of a daily collective act of worship. In the Foundation Stage, work covers all the areas of learning. However, teachers should take more account of the *stepping stones* children are to achieve so as to enhance further their rate of progress. This is particularly so in the Reception classes.

29. Children are prepared well for subsequent stages of education. Children in the Foundation Stage enter Year 1 confident in their ability to learn and fully aware of the daily routines. Programmes of work help children to develop their knowledge, skills and understanding year on year. Teachers make good use of assessment procedures in mathematics, especially in Year 2 where they know the children well and prepare work that meets individual needs. This is not always the case in Year 1 or in science where teacher assessments show higher levels of attainment than that reflected in children's work.

30. The school makes good provision for children with special educational needs. It relies heavily on in-class support, but works effectively because teachers take the children's needs into account when planning and delivering lessons. Appropriate emphasis is placed on the early identification of such children and the construction of specific targets for them to achieve. The targets are precise, realistic and reviewed regularly. Children's self-esteem is maintained well and they take part fully in class activities. Recent changes in the national Code of Practice have been implemented successfully.

31. The school's Nurture Group is part of its special needs provision and is particularly effective. It enables Reception and Year 1 children with complex needs, who are under-achieving, to overcome their difficulties and be successfully reintegrated into mainstream classes.

32. The school also makes good provision for children learning English as an additional language, and this enables them to take a full part in lessons. A growing number of children come from ethnic minority groups, and numbers vary in the school due to increasing mobility amongst families. The school has a suitable racial awareness policy. It is a friendly community and makes new families welcome. The progress of ethnic minority children is regularly assessed and parents are kept informed of their child's progress. The effective systems that the school has introduced, such as 'Family Learning' and 'keep up with your child' are paying dividends. Many parents of children who are new to learning English are involved in these groups.

33. The school has few particularly able, gifted and talented children. Their progress is checked along with that of their classmates. Their achievements are especially good in Year 2 as interesting work is set to challenge them. National assessments and tests over several years show there has been no sustained or significant disadvantage to children of either gender. The school has identified that some girls and Black African boys do less well when compared to national figures and has taken action to deal with this.

34. The school provides a good programme of experiences for children outside the school day. They participate in many science, drama, sport and computers activities. Some of these are provided by experts in their sport, such as in cricket.

35. There is a good number of teaching staff and a generous level of support staff. Collectively they have an appropriate range of expertise to meet the needs of the curriculum. Most of the Foundation Stage staff are experienced and knowledgeable about children of this age. Nursery nurses and classroom assistants complement the work of class teachers well. They offer valuable support and help ensure children achieve as well as they can. This is particularly so for those with special educational needs or English as an additional language.

36. Accommodation is good overall. A recent extension has improved the provision for children in Year 2. The Nursery has been moved recently and improvements made to the outside areas. There is more work to do, but the indoor and outdoor areas are safe and pleasant places to be. The Nursery accommodation is old and was previously occupied by two Reception classes. It is not designed especially for very young children, but staff do their best to overcome this and make it a colourful and stimulating place in which to learn. The size of the Reception classrooms vary from large to very small and this limits children's initiative as they move around. Good use is made of the outside areas to help overcome this. There are specialist facilities for the Nurture Group, Family Learning, information and communication technology, library and general resources that are used effectively to raise standards. Teachers use resources well to help children learn. Visitors to the school do much to broaden the curriculum and promote learning, although there are few visits away from the school.

Care, guidance and support

Provision for health and safety is very good. Support and guidance based on monitoring is good. Children are involved effectively in matters of school improvement.

Main strengths and weaknesses

- The school's care, welfare and health and safety are very good and an improvement since the last inspection.
- There are very good procedures to ensure children work and play in a healthy and safe environment. This is an improvement on the last inspection when procedures were judged as good.
- Children have very good and trusting relationships with adults in the school. This is an improvement on the previous inspection when relationships with adults were found to be good.
- Children's views are taken into account, but there is no school council.

Commentary

37 Children are very well supported and cared for by staff through the very good relationships that exist. They feel that staff treat them fairly and with respect. Parents agree their children are looked after well and that staff encourage them to become mature and independent. Staff know the children very well. Those with special educational needs or English as an additional language are supported effectively and the Nurture Group provision makes a positive impact on improving academic achievement as well as the attitudes and behaviour of those who attend.

38. There are good induction arrangements for children new to the Nursery. Staff undertake home visits and this does much to establish good relationships with parents and help children to settle quickly into school. Carers stay with the children until they are settled and happy in their new surroundings.

39. There are suitable policies for health and safety and child protection that the staff implement very effectively. Regular risk assessments are undertaken of the premises and of any school trips.

Fire drills are carried out at regular intervals and the building is maintained well and kept clean throughout. The deputy headteacher is the designated member of staff to oversee child protection procedures and she works closely with outside agencies.

40. The school considers children's views, mostly through class discussions. They were consulted, for example, about school rules. There is, however, no school council. This is a missed opportunity to ensure there are regular and formal opportunities for children to discuss and debate matters of school improvement.

Partnership with parents, other schools and the community

Links with parents are good. Links with the community and other schools are also good and have improved since the last inspection. Information for parents is now in line with statutory requirements.

Main strengths and weaknesses

- Induction procedures for when children first start school are good.
- There are close and helpful links with the partner junior school.
- Procedures to deal with any concerns and complaints from parents are good.
- There are good initiatives to help parents learn along with their children
- There are very good mechanisms for the transfer of children to the next stage of their education.
- Educational links with other schools in the area are good.
- Some parents would like to be consulted more about matters of school improvement.

Commentary

41. Parents see the school's strengths as significantly outweighing any areas for improvement. The great majority feel comfortable about approaching the school with questions, problems or complaints. They say concerns are dealt with quickly and effectively by staff and are usually resolved to their satisfaction.

42. Some parents believe the school could do more to consult them on matters of school improvement. For example, a number were unhappy not to have been informed of the decision to discontinue the afternoon play break. The school acknowledges the need to consult with parents on a more formal and regular basis.

43. The school has worked very hard to ensure those parents who want to, are involved in their child's education both in school and at home. There is increasing support and involvement of bi-lingual parents and this is having a positive impact on the achievement of the children. The Family Learning programme is attracting a number of parents to improve their own English as well as being able to help at home with their child's literacy. A number of parents come into school to listen to children read.

44. There are very good links with the junior school that shares the same site. There is regular dialogue and joint working between children, staff, parents and governors. This ensures children from Year 2 have a good induction to their next stage of education, being familiar with the junior school building and its staff. There is efficient transfer of information about children's achievement and needs. There are also good links with other schools in the area, including a special school where the staff expertise is often sought and children have joined together in music and sporting activities. A nearby college supplies student teachers as well as tutors for Family Literacy and Numeracy classes.

45. The information provided for parents is an improvement on the last inspection and meets statutory requirements where appropriate. Links with the community have also been improved and are now good. They continue to be improved through more lettings of the school premises to local organisations.

46. The school builds close relationships with parents of children learning English as an additional language and those from ethnic minority backgrounds. A newly developed welcome pack explaining the daily routines of the school is now available in a variety of languages. This helps ensure the school is as inclusive as it can be. Translators are available where possible for when children first start school and for parents' meetings.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The school's many challenges are faced with optimism and energy. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides very good leadership. She has a clear sense of purpose and high aspirations for the school. Teamwork is encouraged successfully.
- Strong emphasis is given to raising standards.
- There is very good analysis of the school's performance and use of data to determine priorities for development.
- The school is fully inclusive.
- The headteacher provides initiatives and opportunities for new staff that encourage them to stay.
- Induction of new staff is very effective and enables them to settle quickly and to be successful.
- Day to day management is very effective and allows everyone to get on with their tasks.

Commentary

47. The educational direction provided by the headteacher is very good. It centres on her high aspirations for the children and the need for successful teamwork. She works closely and effectively with the deputy headteacher who supports her well. They provide very good role models for other staff and children. The school has a very high commitment to inclusion and working together in racial harmony. The interests of the children are put first and the school's ethos of a caring, inclusive community is reflected successfully in its daily life. Strong emphasis is given to the raising of standards and to improving the quality of all children's work, including those with special educational needs or English as an additional language.

48. The management of the school is very good and ensures that it runs smoothly on a day to day basis. Visitors are made to feel welcome and everyone is enabled to get on with their tasks. A positive working environment is created that encourages children to give of their best. Their talents and interests are nurtured and every effort is made to assist them in areas of difficulty.

49. The previous inspection found weaknesses in the governance of the school. These have been overcome and the governing body now operates satisfactorily. It has a strong commitment to the school and fulfils its statutory duties, including promoting the fundamental importance of inclusion. Governors have a sound understanding of the school's strengths as well as areas that need improvement. Committee structures and agreed terms of reference are in place. Meetings are held regularly and governors attend training when possible. Together with the headteacher, they ensure the school's resources are applied appropriately to help raise standards. Individual governors vary in their ability to visit the school. Overall, however, they are involved sufficiently in its activities and are developing their role as a critical friend effectively.

50. The headteacher rightly places emphasis on the importance of improving the quality of teaching and learning. This is part of the school's on-going drive to raise standards and is proving successful, although some unsatisfactory and poor teaching was seen. Essentially improvement is achieved through the careful tracking of children's progress and the rigorous analysis of the school's results in national tests. Subject coordinators are enthusiastic and keen to help raise standards in their areas of the curriculum. Challenging targets are set, but everyone does their best to meet

them. A performance management system is in place and non-teaching staff are given targets for improvement. Very good emphasis is given to new initiatives, such as the Family Learning programme, and to staff training, including the induction of those new to the school. This helps build staff confidence and enhances a team approach.

51. The school's arrangements for the management and organisation of the special educational needs provision, including children with statements of special needs, is good overall and national requirements are met. The Nurture Group is particularly successful in creating a homely atmosphere that helps to build children's confidence and social skills. The special educational needs coordinator is new to the responsibility, but with training has the potential to lead effectively. She receives good support and guidance from the deputy headteacher who is experienced in this area of the school's work and held the post previously.

52. The deputy headteacher oversees the provision for children with English as an additional language well. She has developed the new welcoming packs so that families can settle in to school routines as quickly and smoothly as possible. Lessons are monitored regularly. Children have individual targets to help them improve and these are shared with parents. Good links are maintained with parents and translators are available where possible to ensure that all families are included and feel a part of the school. This means that home and school can work together wherever possible for the good of the children. All staff, teachers and teaching assistants alike are trained in how to support children with English as an additional language, and this helps children to learn the language at a good rate.

53. The Foundation Stage leader is new to her role, but has a good understanding of the current strengths and weaknesses in provision. There is a clear programme for improvement in the short term. There is also a good long term strategic plan to develop the early years provision into a child care centre.

54. The governors and headteacher ensure the budget reflects the school's educational priorities as set out in its development plan. Areas for improvement are identified carefully and precisely. Sound financial procedures are in place and there is careful monitoring of the financial position during the year. The principles of best value are applied appropriately. Currently, there is a relatively high carry forward figure in the budget, but this is to help fund developments, such as Family Learning. The school gives good value for money and this is an improvement since the last inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,036,55	Balance from previous year	186,745
Total expenditure	980,461	Balance carried forward to the next	244,142
Expenditure per pupil	2,953		

55. The school has a fluctuating roll and is expecting to return some money to the local authority. The high carry forward figure is to be used to improve the administrative block and build a child care centre to replace the unsatisfactory Nursery buildings.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

56. Children enter the Nursery at the age of three. Attainment on entry is well below that normally found. Provision in the Nursery is good. This is because teaching and learning promote good levels of achievement in very young children in all of the areas of learning. In addition, assessment procedures are good and the information gained is used effectively to help plan programmes of work. The accommodation is old and was originally used by two Reception classes. The Nursery is staffed generously to cope with two separate rooms and an outside area. Staff make the most of the space, but the building is in need of substantial repair. Resources are satisfactory and used effectively to help children to become independent, make important choices about their work and learn through a variety of challenging and interesting play activities.

57. Provision is good overall in the Reception classes. Teaching and learning are mostly good in all the areas of learning. As a result, children at the end of their Reception year meet the early learning goals set for them in physical and mathematical development and personal, social and emotional development. The classrooms for this age group vary from large to small and cramped. Staff make the most of the outside areas to extend learning and children can move indoors and outdoors easily.

58. Common features of the good quality teaching and learning include:

- good knowledge of the Foundation Stage curriculum and the ways children of this age learn;
- effective teaching methods, use of resources and deployment of adult support so that children achieve as well as they can;
- the development of children's skills, knowledge and understanding, especially their capacity to work on their own or with others;
- children's good attitudes and enthusiasm for learning.

59. However, there are weaknesses as teachers do not take into account sufficiently the different levels of the *stepping stones* that children reach, especially in Reception, to enhance their rate of progress. Assessments of what children know and can do are thorough, but activities are not always planned to meet individual needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The Nursery children are curious and eager for new experiences.
- The development of independence skills is good
- Reception children are confident to try new activities.
- Relationships with adults and classmates are good so that there is a harmonious atmosphere.

Commentary

60. Nursery staff have good procedures to enable children to become independent and make choices about their activities. Books containing photographs indicating *What we can do outside today* illustrate the activities children can take part in. These include riding tricycles, building steps from crates, chalking on the board, rocking on a seesaw, rolling in a barrel, balancing, basket ball,

reading or playing in the home corner. Children can look at these first before deciding what to choose or talk to an adult about what they have been doing. Staff in Reception build on this, but do not always encourage children to take responsibility for keeping the classroom tidy.

61. In the Nursery, children sometimes choose to play with their classmates or spend time alone. Staff work with all the children by talking to them, modelling the correct language and vocabulary and encouraging them to play together. Many children in the Nursery have English as an additional language. Children who are more confident initiate conversations with adults. Others prefer to enjoy their chosen activities and absorb the new language. In all classes, children behave well and play harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Staff provide good opportunities to develop children's speaking and listening skills, but children do not find it easy to apply them.
- Children are encouraged to try out their knowledge in writing at a very early stage.
- The classroom displays and literacy sessions enable children to recognise sounds and words, but they are sometimes slow to learn to read.

Commentary

62. The Nursery and Reception staff provide many opportunities for children to develop their speaking and listening skills through activities, such as role-play in the home corner and office, or as police officers, firefighters, or as characters in traditional and popular stories. Adults play alongside the children in their play to extend their vocabulary and model conversations and discussions. They use the correct vocabulary that helps all children to develop their communication skills. However, it takes time to build children's confidence in speaking and teachers' questions often elicit one word answers.

63. Activities, such as playing in the office, stimulate children to write from their imagination. Reception displays show that children have tried to write their own sentences about their favourite animals. Some words are spelt correctly, others illustrate simple marks where children have tried to write independently. Staff encourage the children to try and write things for themselves at a very early stage so that they understand writing is an important way to communicate.

64. Children in the Nursery and Reception classes take home books to share with their parents. Stories from a range of cultures are used to gain children's interest in the printed word. Throughout the Foundation Stage, children are encouraged to browse through books and tell each other stories from the pictures. Staff also read to the children and opportunities are provided for them to listen to stories on tape. Children learn about the sounds letters make and are very proud when they recognise them and try to use them to read.

65. Children arrive at the school with levels of attainment that are well below those normally found. The good provision enables children to achieve as well as they can, although they do not meet the early learning goals set for them at the end of the Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Many activities, including those linked to other areas of learning, promote mathematical development well, so that children reach the early learning goals set for them.

Commentary

66. Throughout the Foundation Stage, staff promote mathematical skills through counting games and songs. Displays of work show that the language of shapes, such as *large, small, circle, rectangle and square*, are promoted through art and design activities. Children have made collages of different shapes and this promoted initiative and discussion about which shapes are *larger, smaller* or different in colour. Teachers use imaginative ways to promote children's interest in mathematical development. For example, in one Reception class the teacher explained that the *Number Fairy* had hidden a number and that it had to be found. Good links were made with literacy and letter sounds as it was emphasised that the number hidden began with *f*. Assessment records indicate that children can count confidently to 10 and have secure knowledge of shapes. This means they meet the early learning goals and enter Year 1 ready to start their work in the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- A wide range of interesting activities to develop knowledge and understanding of the world is provided, but some activities in Reception lack structure to enhance children's learning.

Commentary

67. Provision in this area of learning is better in the Nursery than in the Reception classes. In the Nursery, children enjoy many exciting experiences that help them to find out about the world around them. Photographs show them wearing Wellington boots, walking through paint and then on to paper to make foot prints. Others show the awe and wonder found by walking on freshly fallen snow and building a snowman. Children often cook small cakes and this teaches them much about their senses, their likes and dislikes as well as what happens when chocolate or butter are heated. Nursery children enjoy playing on the computer and listening to stories that have been recorded on tape. In the shop, there is an up to date till that makes learning more purposeful.

68. Reception children take part in many activities, such as digging, planting bulbs, growing plants, exploring musical instruments, computer games, sand and water. However, many of these tasks lack a clear structure to enhance learning in the geographical and historical aspects. This is because the *stepping stones* towards the early learning goals are not taken into account sufficiently.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The curriculum promotes very good achievement in this area of learning.

Commentary

69. Throughout the Foundation Stage, staff promote children's physical development successfully so that they meet the early learning goals set for them.

70. The curriculum in the Nursery and Reception classes gives children the chance to develop their dexterity by moulding their name in malleable materials, rolling out and shaping pastry, dough or clay and writing and constructing models from a wide range of materials and toys. They handle tools, such as scissors and other objects, with increasing control. Outside, children ride tricycles, climb, slide, play with hoops, balls and skipping ropes. Recent training in activities, such as lessons in using the gymnastics apparatus, has improved the quality of teaching. These tasks help children to balance, travel along, move around, climb, roll and show awareness of space. Many children move with confidence, imagination and in safety.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children in the Nursery and Reception classes are encouraged to use their initiative to enable them to achieve well.

Commentary

71. Examples and photographs of paintings and of collages show children are given opportunities to express and communicate their ideas through their art work, design and technology. These are often linked to other areas of learning. Role-play activities, including dressing up as different characters and playing in a puppet theatre, promote good achievement in the use of imagination and communication of ideas. However, in Reception, teachers do not always help children to refine and improve their art work or persevere with the task. *Washing lines* of notes from different instruments help children to explore and understand different sounds and the pleasure music making brings. Often, children use information and communication technology to draw pictures or play games to enhance their knowledge in other areas of learning in an effective way.

SUBJECTS IN KEY STAGES 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Children's achievements over time are mainly good.
- Programmes of work appeal to children's interest.
- Teaching is mostly good.
- Children's vocabulary is generally limited. They find speaking and listening as well as writing skills difficult.

Commentary

72. Lesson observations and scrutiny of children's work shows standards are below those expected nationally at the end of the infant stage. This is in line with the findings of the previous inspection. Although groups vary, most children begin school with language and literacy skills well below that normally found. In addition, the school faces some significant barriers to learning, including high numbers of children with English as an additional language and a considerable number of children who start and leave the school other than at the usual time.

73. The school's 2003 reading and writing results in national tests for children aged seven were well below average. However, over the last four years the school's trend in national test results has been up and when compared to similar schools its 2003 results were in line with the average.

74. From a low starting point, children's achievements over time are mainly good, including those with special educational needs or English as an additional language. The national initiative on literacy has been introduced well and is playing an important part in helping to raise standards. Programmes of work are varied and appeal to children's interests. Good use is made of individual targets to help children improve. Class texts are chosen well and homework is used regularly to extend what is done in lessons.

75. Children are usually pleased to talk to visitors about their work and interests. There are occasions when they contribute to discussions well, but most find speaking and listening skills difficult. This includes children who are not learning English as an additional language. They are polite and respectful and respond well to encouragement, but many use only a limited range of vocabulary and sometimes find it hard to communicate more than simple meanings clearly. This hinders their progress in all subjects.

76. Children enjoy handling books and listening to class texts. They take reading books home regularly and reading record books are used to show the progress they make. This is a helpful link between parents, children and teachers, but the response from parents is sometimes disappointing. Children's reading skills are generally below those of most schools at the end the infant stage, although a small number of brighter children read well. All children are encouraged to use letter sounds and the context of what they are reading to help them work out new words, but many find this hard and have difficulty with irregular words. Most have a satisfactory understanding of main characters in a text and can recall story lines. At age seven they have gained in confidence, but few read fluently.

77. The school has worked hard to raise standards in writing. The children have benefited from this, although many still find it difficult. They write for a range of interesting purposes and most are secure in their understanding of the need to sequence events in the right order, for example when setting out instructions about how to make jelly. Their knowledge of sentence structure, including the use of capital letters and full stops, is developing steadily, but there is frequently little detail in the

events they describe and their vocabulary is limited. Teachers give appropriate attention to spelling and homework is used to reinforce this. However, children often make simple errors. There is some use of special handwriting books, but presentation of other work is generally untidy.

78. The overall quality of teaching in the lessons observed was good. It was consistently good and even very good in Year 2. The structure of the literacy hour has given teachers clear guidelines about the organisation of lessons and they use this effectively. Resources are prepared carefully and lesson plans are usually clear about what children are to learn and how. Most children have good attitudes towards the subject and behave well. The good teaching stems from:

- good relationships and an expectation that all children will work hard and do their best;
- secure subject knowledge that is used effectively to help clarify teaching points;
- a range of interesting tasks that are matched to children's needs;
- on-going opportunities to reinforce basic skills, such as the use of capital letters and full stops.

79. The coordinator has held the responsibility for some two years and provides effective leadership. Teachers' planning and children's work are monitored and the coordinator has also supported the work of brighter children in Year 2. Special events, such as annual productions, drama workshops and Book Weeks help widen children's experiences in the subject.

Language and literacy across the curriculum

80. The school's efforts to reinforce language and literacy across the curriculum are generally good. Reading is an integral part of much of their work and a well arranged library supports children's interest in reading for different purposes. Opportunities for language development are provided in many lessons, for example when examining and discussing different kinds of puppets in design and technology. Children are given writing tasks in most subjects, but often find this difficult and progress is slow. They practise handwriting, but sometimes struggle to transfer their skills to other written work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and much better than at the time of the last inspection brought about by very good teaching in Year 2.
- There is thorough coverage of the curriculum, including investigations, so children become confident in the application of their skills.
- Children's attitudes are very good, they enjoy mathematics and are eager to do as well as they can.
- Leadership and management of the subject are good and promote high standards.

Commentary

81. National test results for children aged seven in 2003 were below those found in most schools nationally, but very good when compared to schools with children from similar backgrounds. Currently, standards are good and represent a significant improvement since the last inspection. The rise in results and children's very good achievements has been rapid in recent years. This has much to do with the consistently very good teaching in Year 2. All children, including those with special educational needs or English as an additional language, are challenged to do as well as they can in this year group.

82. The very good teaching in Year 2 is characterised by:

- high expectations of what children can do;

- a wide range of teaching methods in each lesson that enable children to learn in different ways, for example, listening, looking and taking part in practical activities;
- strong emphasis on the use of correct mathematical vocabulary;
- clear demonstrations so that children learn to link words and symbols, such as *multiplication* with *x* recognising them and understanding their meaning when they see them in different contexts;
- work that meets the abilities of the different groups within the class, building very well on their prior attainment;
- very good use of time so that children learn a lot;
- activities that require children to work together and share their knowledge, skills and understanding;
- questioning makes children think hard and draw on their previous knowledge;
- very good deployment of teaching assistants who are fully aware of what the children are to achieve and how they are to help them throughout the lesson.

In addition, at the end of the lesson teachers review with the children what they have learned and challenge them to apply their skills to more difficult problems. For example, children were challenged to count backwards in 'fives' from 130 and recognise a pattern in the numbers.

83. This high quality teaching is not always found in Year 1, although much of the teaching is at least satisfactory as teachers share their enthusiasm for their subject. They provide an atmosphere in which children do their best to complete activities knowing their teacher will help them if they get stuck. However, in one lesson observed in this year group, teaching was poor. Teachers plan together and all children receive the same lesson and take part in the same activities. In the poor lesson, children's prior knowledge was not taken into account fully. This, together with low expectations, led to time being wasted repeating information children already knew, leaving little time for them to engage in practical activities. Sometimes children were confused about what they had to do.

84. The scrutiny of work shows that most teachers mark children's efforts carefully giving a clear indication of what they can do and how to correct their errors. Teachers set targets for children to work towards each year. These help parents to know how well they are doing and what needs to be learned next, although they are not always used well enough to plan work to meet needs. Homework is used very effectively to speed up the rate of progress. It builds on work completed in class.

85. The National Numeracy Strategy has been implemented effectively. Teachers give good attention to all aspects of mathematics, including opportunities for children to carry out investigations. Each lesson contains opportunities for children to take part in practical work that is relevant to their age and makes learning purposeful. They pick up the teachers' enthusiasm and many say they like mathematics. They are confident they can recognise numbers quickly, record number sentences correctly and calculate accurately. The children's enthusiasm, confidence and high levels of self-esteem contribute much to their rapid progress. They are confident to share the strategies they use to solve problems with their friends or teacher, knowing that they learn by making mistakes.

86. Leadership and management are good and a very effective team has been built in Year 2. National test data is analysed carefully to identify areas for development. This means any underachievement is picked up quickly and ensures children who have English as an additional language make similar progress to that of their classmates. Higher attaining children are challenged by their work in Year 2, so that they achieve at a rapid rate. Children with special educational needs make good progress and achieve as well as they can. The leadership is determined to ensure children reach the highest possible standards. In order to achieve this, the curriculum is innovative, with the children's different learning styles taken into account.

Mathematics across the curriculum

87. Mathematics is used well across the curriculum. Symmetry is often found in children's work in information and communication technology, in design and technology as well as in art and design. In some activities, children are encouraged to use their literacy skills to record the ways in which they have solved problems.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are below those found in most schools.
- Teaching overall is satisfactory, but there is some good teaching.
- Assessment has been developed, but is not consistently used.
- There are too few opportunities for children to experiment and investigate.
- The school grounds are being developed well for work in scientific enquiry.

Commentary

88. Currently, standards in science are not as good as they were at the time of the previous inspection when they were in line with national expectations. However, children begin school with well below average attainment and their achievement over time is satisfactory, including those with English as an additional language and those with special educational needs. Year 2 children have some knowledge of electricity and are able to identify and talk about some of the associated dangers in the world around them. They can name common materials and talk about their properties. They can also discuss the conditions plants need for growth. They know about pushes and pulls, although some struggle to use scientific language, such as *forces*, when talking about their work. Most are beginning to develop knowledge and understanding about animals found in different environments and, with help, can discuss what is needed to make a test fair when carrying out an experiment. Year 1 children are learning about the properties of materials and are beginning to be able to sort them into groups using appropriate vocabulary, "wood, metal, plastic, bumpy, smooth, and shiny".

89. Teaching overall is satisfactory and there is some good teaching. All children are supported well, including those with special educational needs or English as an additional language. In the best lessons, the teachers' good subject knowledge and clear planning ensures learning moves forward well. Tasks are presented in a lively way and this captures children's interest. Questioning is used carefully to challenge children's thinking and assess their understanding. Children are engaged in practical activities and are supported well by the teacher and classroom assistant. In one Year 2 lesson about electricity children learning English as an additional language were supported very well with an activity specifically designed to extend their vocabulary and boost their confidence in using English. Children discussed objects that use electricity with the teacher and were prepared to "help their teacher" by talking about them to the rest of the class. In some lessons that are not as good, children's learning of new vocabulary is not reinforced through talking or writing and there are too few opportunities for children to undertake practical investigations.

90. Assessment is satisfactory overall. However, children's progress is not monitored consistently in all year groups using the school's assessment sheets. The spelling of basic scientific vocabulary is sometimes not corrected in children's work and teacher's marking does not always help them know what they need to do to improve.

91. Leadership and management are satisfactory. The coordinator is enthusiastic and determined to raise the profile of science in the school. He has carried out some monitoring activities through lesson observations and work sampling and has worked with teachers to develop

their confidence in the subject and their understanding of assessment. A science club has been introduced to extend some children's experience.

92. Resources are satisfactory and they are well organised in kits to support each unit of work. There is an adequate range of books in the library, although some are rather worn and need updating. The newly developed pond area will provide a good resource for learning about animals and plants in the environment. It has been planned well and is looked after carefully.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards overall are in line with national expectations.
- Teaching and planning are satisfactory overall and this is an improvement since the last inspection.
- Resources are good and have improved since the last inspection.

Commentary

93. The school has made good progress in the development of information and communication technology since the last inspection when it was a key issue. There are now some good aspects and all round improvements in provision. Children have improved access to computers and a balanced curriculum so that they can develop the full range of skills, including word processing.

94. Standards of attainment are in line with national expectations for children at the end of Year 2. Children's achievements are satisfactory over time, including those with special educational needs or English as an additional language. Lesson observations show that children in Year 2 are confident in using the keyboard and mouse. They practise using the keys, for example, shift and backspace to modify their work. They are also learning how to enter text into boxes using drop down menus to insert callouts for speech bubbles. Some children can load, save and shut down programs, but many still need a little help. Year 1 children were observed using a word processing package to write about a car. They were confident in using the mouse, but unsure about how to change their text.

95. Evidence from observations, children's work and displays around the school shows that they now have access to a satisfactory range of equipment and software applications for use in their work. There are some examples of good work. Year 2 children have used pie charts to demonstrate fractions and a graphics package to create symmetrical patterns in mathematics. They have cut and pasted their own animal design onto a digital photograph of the school and they have changed the size and colour of fonts. Year 1 children have made shape pictures using various techniques, including the fill tool.

96. Teaching is satisfactory overall and there is some good teaching. In the best lessons, teachers are confident and secure in their knowledge and understanding of the subject. They make good use of the data projector and interactive whiteboard in the computer suite to demonstrate programs, routes and tasks. Careful attention is paid to the correct use of terminology and expectations for children's behaviour are high. Children are focused on their task and work well at the computers. Where lessons are not so successful some children do not concentrate well and, as a result, tasks are not always completed.

97. Assessment is used to find children's starting points so that those with previous experience can use their knowledge in their lessons. Teachers' assessments of children's progress at the end of each teaching unit is not yet consistent across the school.

98. Leadership and management of the subject are good. The coordinator has worked hard to ensure that the computer suite is established and working effectively. The suite brings a significant improvement in resources for the school. The newly appointed technician supports the subject well, troubleshooting hardware problems, reviewing software and assisting with planning and teaching. The introduction of a nationally recognised scheme ensures that children learn the full range of skills. The computer club provides good extension activities for higher achievers. Staff training has been used to develop teachers' knowledge and confidence and more is planned for classroom assistants.

99. Resources for information and communication technology are good. The school has a suite equipped with 15 networked computers, a data projector and interactive white board. In addition, each class has one or more work stations, although these are not networked. Digital cameras, tape recorders and video are used to support children's learning effectively.

Information and communication technology across the curriculum

100. There are good examples of children's use of information and communication technology across the curriculum in English, in mathematics as well as in art and design.

HUMANITIES

No lessons were observed in geography and history. It is, therefore, not possible for judgements to be made about the quality of overall provision.

101. In **geography**, evidence gathered from analysis of work, displays and discussions with children indicate the volume of work completed in Years 1 and 2 is not great. Year 1 children have learned about the school and local area. One child has made a record, through photographs and writing, of a visit to the local park with '*Barnaby Bear*'. Year 2 children have studied a contrasting locality. A child has drawn and coloured a map of South America and completed a worksheet to describe what it might be like in the rainforest. Children have looked at land use around the school. In discussion, they are able to recall work they have completed on the rainforest and know that books and the internet are useful sources of information. They have more difficulty describing some of the features of their journeys to and from school and are not sure of simple geographical vocabulary. Evidence indicates their knowledge of the local area and the wider world is not well developed. There are insufficient opportunities for children to undertake enquiry skills.

102. In **history**, children in Year 2 have a limited knowledge and understanding of people and events from the past they have studied, such as Mary Seacole, Florence Nightingale and the Great Fire of London. However, they are developing a sense of chronology and can name some sources of evidence, such as books, the internet and museums. Children have learned about the Great Fire of London through drama and recorded their results with photographs, painting and writing. Their accounts of the Great Fire show below average writing skills. In Year 1 children have completed worksheets and drawings about their favourite toys and learned about Louis Braille, recording through drawings the differences for blind people in the past compared with today.

103. Good use is made of visits and visitors to make learning more interesting. For example, Year 2 children have visited Forty Hall and looked at a Victorian school locally. Assemblies have featured Black History month. Work sheets used in Years 1 and 2 limit the children's opportunities to develop skills in historical interpretation and enquiry.

104. Leadership and management in geography and history are satisfactory. The school scheme of work for both subjects is partly based on a nationally recognised scheme and meets the requirements of the National Curriculum. The coordinator plans school based units of work and presents them to other year groups. Assessment to monitor children's progress is not fully developed and its use across the school is not consistent. Resources are satisfactory and both subjects have benefited from recent purchases. The book range in the library is satisfactory, although some books are rather old and worn.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is a programme of work based on the locally agreed syllabus for the subject.
- Resources are well organised and enhance children's learning of different faiths.
- Good subject leadership promotes links across the curriculum.

Commentary

105. At the time of the last inspection, the locally agreed syllabus had just been introduced. The curriculum leader has ensured that this has been implemented and resourced so that it can be taught appropriately.

106. Discussions with children and the scrutiny of work indicate that with a high number of children moving in and out of the school, children's knowledge is varied. However, standards are mostly in line with the expectations of the locally agreed syllabus. Children learn a lot about major world faiths, especially Islam, Hinduism, Christianity and Judaism. There are many children from the Moslem faith. The school encourages these children to share their faith and what this means for them. As a result, children from other faith backgrounds have a clear understanding about Islam.

107. The quality of teaching is satisfactory. Lessons are planned appropriately and contain a range of activities. Teachers do their best to make learning purposeful. For example, following a story about memories, the teacher showed the children a tin and explained why it was special to her. Children also brought in items of special significance for them and explained why they were special. These discussions were linked to artefacts that Christians use to remember Jesus and the Easter story.

108. In the two lessons observed, the atmosphere was warm and supportive, allowing children to ask questions such as, *Why did people want Jesus to die?* Opportunities to reflect within lessons such as these together with assemblies do much to add to children's spiritual development. Children have positive attitudes and behave well during lessons, showing respect for their classmates who do not share their faith.

109. Leadership and management are good as the curriculum leader ensures that the subject is taught according to the locally agreed syllabus. Resources have improved significantly since the last inspection. They are now well organised according to themes. Books, videos and artefacts appropriate to children's age and needs are plentiful. They are used well both within lessons and for displays to promote interest among children. Religious education is linked to work in other subjects, as it was at the time of the last inspection. In art and design, children painted pictures of the beautiful world we live in and made Divali cards. In literacy, children wrote the story of Rama and Sita. Assessment procedures have been introduced to track children's progress, but have not yet been completed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design. Only two lessons were observed in music and three in each of design and technology and physical education. It was therefore not possible to make a judgement about overall provision in these subjects.

110. An examination of teachers' planning and scrutiny of children's past work in **art and design** show programmes of work are linked to national guidelines. Children use sketch books and engage in varied and interesting tasks that include sculpture, collage, printing, batik and computerised pictures. They are given opportunities to use a wide range of media and this encourages them to experiment and to make decisions for themselves. This benefits their personal development. They

often use their drawing, painting and colouring skills to illustrate work in other subjects, such as science and religious education. However, the results sometimes lack care and imagination. Displays of children's work show they have a growing awareness of pattern, shape and size. Their observational drawings are sometimes good and show an increasing understanding of proportion, for example drawings of plants by Year 2 children. Appropriate attention is given to the work of well-known artists and this helps children to begin to appreciate the wide variety of ways that feelings and experiences can be represented in pictures.

111. The leadership and management of the subject are good. The coordinator has attended a range of in-service training and given feedback to staff as appropriate, including a workshop on silk-painting. Children's achievement is monitored carefully through the use of common drawing tasks each term that are kept on file. A port-folio of children's work has recently been started and assessment and recording sheets have been introduced this term. Resources are satisfactory and organised well. This means they can be accessed easily. Two popular art clubs meet weekly and help enrich children's experiences in the subject.

112. Programmes of work in **design and technology** are linked to national guidelines for the subject. Tasks are varied and appeal to the children. For example, they clearly enjoyed working with the architect to make models of the recent extension to the school. Children use materials and equipment with growing confidence and appropriate emphasis is placed on the process of designing, making and then evaluating products. A lack of speaking and listening skills sometimes hinders their progress, but children work satisfactorily in small groups when considering the purpose of their products, the materials required and the order in which to carry out tasks. Good links are made with other subjects, for example when considering sound in science and constructing musical instruments using materials such as string, paper, card and tissue. The results are pleasing. Children are given opportunities to examine commercially produced objects, such as a range of different kinds of puppets, to see how well they are made. Some are quick to spot weaknesses in design, such as poor joints that are likely to come apart when used.

113. The three lessons seen were in Year 2 and all were good. Purposeful learning environments were created so children could concentrate and give of their best. As a result, their attitudes towards the subject were good and they behaved well. Tasks were prepared carefully and explained clearly. This helped to motivate the children and ensure that time was used productively. Particular skills were demonstrated effectively so children could try them out themselves. Good support was given to children with special educational needs or English as an additional language and this enabled them to experience success.

114. Currently, there is no coordinator for the subject. This impairs its overall profile within the school and hinders the continuing drive to raise standards. The school is aware of this and is seeking to rectify the situation. Resources are satisfactory, but untidily stored so that access is not easy.

115. In **music**, both lessons were observed in Year 1. In these lessons, children learned about the differences between high and low sounds. Guidance from the new scheme was followed. However, there were few opportunities for children to play or compose tunes with notes of different pitch. One lesson was unsatisfactory because expectations were too low, the teacher talked for too long and children lost interest. Opportunities to explain to children how to play instruments correctly and understand why the chime bars differed in length were missed.

116. Children enjoy singing, especially the school song that is a *Rap*. They sing this with enthusiasm, moving with its catchy tune and beat. The school has identified music as an area for development. It has recently purchased a programme for teaching music. This includes CD ROMs with songs and music to support teachers who do not have expertise in the subject. A local authority adviser is also providing a series of training sessions to boost teachers' confidence. The curriculum is enhanced by visitors who have demonstrated Spanish and Egyptian dancing and also African drumming. Some children also took part in a project to sing with The London Philharmonic Orchestra at the Royal Festival Hall.

117. The recent staff training has brought about improvements in teaching **physical education**. Of the lessons observed, two were good and one was very good. In Year 1, teachers ensure that children take part in strenuous exercise, by encouraging them to develop basic gymnastic skills, moving around by jumping, hopping, rolling and crawling. Some children show initiative, making up unusual ways to move around on all fours. There are good opportunities for children to evaluate and improve their performance and to work with a partner. Teachers challenge the children to move gracefully. In Year 2, children play games in which they learn to pass a ball to each other with precision.

118. Leadership and management are satisfactory as the curriculum leader has ensured there is enough equipment for teachers and children to use to support the curriculum appropriately. A dance specialist has been invited to the school to raise teachers' skills in this area. The programme of work has been provided by the local education authority, but the school's policy for teaching the subject is out of date. There is work to do in developing outdoor provision. Some work has been done to extend what is available during lunchtime break, but equipment is now restricted as children did not take enough care of items provided for their enjoyment.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Children learn respect for others and for their views.

Commentary

119. Personal, social and health education is an integral part of the curriculum. There are also specific lessons, for example when Year 1 children considered keeping safe and the need to wear protective clothing when undertaking hazardous tasks. Children's social development is enhanced through opportunities to express their views about such matters as the school rules. All classes have reward systems in place and these help children to recognise the importance of hard work and getting on well with others. Opportunities are provided in lessons and in the general life of the school for children to undertake responsibility for simple tasks and they do this well. A key feature of the personal, social and health education is the development of respect for others and for their views.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well children learn	3
The quality of assessment	4
How well the curriculum meets children needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils care, welfare, health and safety	2
Support, advice and guidance for children	3
How well the school seeks and acts on pupils views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).