

INSPECTION REPORT

FELTHAM HILL INFANT AND NURSERY SCHOOL

Feltham, Middlesex

LEA area: Hounslow

Unique reference number: 102484

Headteacher: Mrs June Cribb

Lead inspector: Mrs June Punnett

Dates of inspection: 4 – 6 May 2004

Inspection number: 256114

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 – 7
Gender of pupils:	Mixed
Number on roll:	293
School address:	Bedfont Road Lower Feltham Feltham Middlesex
Postcode:	TW13 4LZ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Donald Ross JP
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

Feltham Hill Infant and Nursery School is a larger than average community school with 293 pupils, including 63 part-time Nursery children. Children are mainly from white British backgrounds. There are 35 pupils with English as an additional language, and, while at least half of them are at early stages of learning English, about a tenth have little English at all. The proportion of pupils with English as an additional language is increasing and is above average. The most frequent first languages spoken by these children are Arabic, Panjabi and Urdu. All the pupils at the early stages are supported by additional help funded by a special grant provided for specific teaching in English, in addition to the normal class teaching they receive. The social circumstances of families that attend the school are slightly less favourable than found nationally. The number of pupils who are eligible for free school meals is broadly average, and the proportion who have special educational needs is average. When they enter school children have skills and knowledge that are well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Foundation Stage Science Geography Music
32670	Graham Saltmarsh	Lay inspector	
16760	Dorothy Latham	Team inspector	English Art and design English as an additional language Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many strengths. Pupils achieve well because the quality of teaching is good, and the school benefits from very good leadership by the headteacher. It is a caring community where all the pupils are given the support they need to succeed. These strengths, alongside very good relationships with parents, other schools and the local community, mean that this school provides good value for money.

The school's main strengths and weaknesses are:

- Standards of attainment in information and communication technology (ICT) are well above average, and those in reading and writing are above average by the end of Year 2.
- The provision in the Foundation Stage is a strength of the school.
- The headteacher leads the school very well.
- Pupils' very good attitudes to work, and the quality of relationships within the school promote a good atmosphere in which to learn.
- The quality of teaching is good overall.
- The school takes very good care of the children.
- The school has very good links with parents, other schools and the community.
- Good procedures in all subjects that help teachers to keep track of pupils' on-going progress.
- The marking of pupils' books does not always show them how to improve their work.
- The information in pupils' individual education plans does not indicate short-term targets.
- Library skills are less well developed.

The school has made good improvements since the last inspection in May 1998. There has been excellent improvement in the use and application of information and communication technology (ICT). Standards in reading and writing have risen since the appointment of the new headteacher.

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	D	C	C
Writing	E	D	B	A
Mathematics	E	D	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievements are good. When they join the school, children have skills and knowledge well below those expected for their age. Children make good progress, and achieve well in the Foundation Stage because the teaching is consistently good. By the time they join Year 1, a good proportion of the children are on course to reach the expected standards in most areas of their learning, and a few of the older children may exceed them. Pupils' achievements are good in Years 1 and 2, standards are above average in reading and writing. In mathematics, standards are just below average. Standards in science are average overall; those of the higher-attaining pupils are above average. Literacy and numeracy skills are well used across the curriculum. These standards are achieved owing to good leadership and good teaching. Good provision for pupils who have special educational needs and for those with English as an additional language enables them to do achieve as well as other pupils. Pupils use computers well and skills are well above average by the end of Year 2.

Pupils' personal qualities are developed well and are very good. Both their behaviour and attitudes are very good, and attendance is now similar to the national picture. The pupils' good spiritual, moral, social and cultural development has a positive impact on their learning.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good overall and promotes pupils' learning well. Examples of very good and occasionally excellent teaching were seen across the school. The curriculum is good and meets all statutory requirements. There is a satisfactory range of extra-curricular activities, which contribute to pupils' development. The school cares for its pupils very well. Good procedures for assessing pupils' attainment in all subjects helps pupils to make good progress. The assessment and recording procedures in the Foundation Stage are very good. There are effective procedures in place for promoting good behaviour and ensuring pupils' welfare. Teaching assistants make a strong contribution to the quality of teaching and learning in the school. The school's partnership with parents is very good, as are the links with other schools and the local community.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The leadership of the headteacher is very good, and the management of the school is good. Governors have a good grasp of their responsibilities. They are very supportive of the school. All statutory requirements are met. The monitoring of the school's performance is well planned and pupils' achievements are meticulously analysed. Realistic targets are set for improvement. The monitoring of the quality of teaching and learning is very good and is having a positive impact on supporting teachers' professional development and raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Relationships between the school and parents are very good. Parents are very positive about the school, and made no significant criticisms. Pupils talked positively about the school to inspectors and clearly enjoy being there. In the pupils' questionnaire the vast majority of the outcomes were very positive.

IMPROVEMENTS NEEDED

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

- Improve the consistency in marking pupils' work so that pupils have a better idea about how to improve further.
- Improve pupils' understanding of how to use the library.
- Ensure that the information about pupils with special educational needs is drawn together in one place and used to set short-term targets.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. By the end of Year 2, standards in reading and writing are above average because pupils make good progress in their learning. Standards in mathematics are below average. In religious education, standards are above average, and in ICT well above average by the end of Year 2. This reflects the quality of subject co-ordination. In science, standards are average for most pupils, with those of the higher-attaining pupils being above average. No secure judgements could be made about standards in other subjects. There are variations in standards from year to year, depending on pupils' attainment when they join the school.

Main strengths and weaknesses

- Pupils achieve very well in reading, writing and mathematics in relation to their prior attainment.
- Children in the Foundation Stage achieve very well as a result of the quality of provision and good quality teaching and learning.
- Pupils who have special educational needs and English as an additional language achieve well.
- Pupils attain above average standards in English and religious education, and well above average standards in ICT.

Commentary

1. Standards in subjects inspected have improved since the last inspection. Many foundation subjects were sampled so no secure judgements could be made. When compared to all schools, standards achieved in the 2003 national tests in writing were above average, in reading were average, and in mathematics below average. In science, teachers' assessments judged standards to be very high for the more able pupils. Standards seen in reading and writing during the inspection were above average. In science they were average overall, and in mathematics just below average. The school has tackled systematically the lower mathematics results and the indications are that this will be the last year of lower than national average results. In the current Year 2 group, 31 per cent of pupils have special educational needs.

Standards in national tests at the end of Year 2- average points scores in 2003

Standards in:	School results	National results
Reading	16.1 (15.5)	15.7 (15.8)
Writing	15.8 (13.8)	14.6 (14.4)
Mathematics	15.8 (16.1)	16.3 (16.5)

There were 84 pupils in the year group. Figures in brackets are for the previous year

2. The trend in improvement of the school's National Curriculum test results for all core subjects is above the national trend. When compared with similar schools, standards were average in reading, and below average in mathematics by the end of Year 2. In writing, standards were well above average. Pupils with special educational needs, and those who speak English as an additional language receive good support within their classrooms and this promotes their good achievement. Pupils with English as an additional language also receive good support from the local authority's specialist teacher and this helps their achievement. They make good progress overall.

3. Higher-attaining pupils achieve well as a result of the good start they receive to their education in the Foundation Stage. Pupils attain above average standards in religious education, and well above average in ICT as a result of the good quality of teaching in these subjects. In literacy and numeracy, assessment is well established and pupils achieve good progress. There are no significant differences between the attainment of girls and boys. Pupils from different ethnic groups achieve as well as others.
4. Based on prior attainment, pupils with special educational needs are in many cases reaching national expectations and achieve as well as their peers. They make good progress, particularly in literacy and ICT, and achieve well.
5. Pupils with English as an additional language make good progress in learning English and, as a result, achieve well against their previous learning in general. They gain fluency in English relatively quickly and are able to take part in all the usual activities and lessons that the school offers.

Pupils' attitudes, values and other personal qualities

An ethos of mutual trust and respect underpins the development of very positive attitudes to learning and school life. Pupils' attitudes and behaviour are very good in and around the school. Behaviour during lessons is very good. The provision for pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and continues to improve.

Main strengths and weaknesses

- The ethos of care, trust and respect underpins positive attitudes to learning.
- Pupils are confident and acquire very good social skills.
- Pupils have a strong sense of ownership and belonging to the school.
- The school provides very well for pupils with special educational needs.
- Any occasional lapses in behaviour are very well managed.
- Children in the Foundation Stage show very positive attitudes to learning.

Commentary

6. The standards have been maintained since the last inspection. Pupils' attitudes regarding every aspect of their school life are very good. They show thoughtfulness care and concern towards each other. They respond well to staff expectations as to how they should behave and as a consequence behaviour is very good. Any occasional lapses or challenges are well managed by the staff with a minimum of fuss; the pupils clearly respect and appreciate this.
7. Pupils are attentive and absorbed during lessons. They behave well, obeying simple yet clear rules based on courtesy and mutual respect. They are encouraged to think of others' feelings and to make "good choices". Pupils are very confident and outgoing; they are demonstrably proud of their school and are anxious to express this when given an opportunity to do so. Visitors receive a warm welcome into the school community. Pupils are eager to take on small responsibilities which they carry out with pleasure and care.
8. Pupils with special educational needs show very good attitudes to their work. Even those pupils who have behavioural difficulties settle quickly and attend for considerable periods of time. They take pride in their work and presentation is good. The home cultures of pupils with English as an additional language are valued and celebrated.
9. Children in the Foundation Stage show very positive attitudes towards learning. Their behaviour is very good as a result of the very good support systems that positively reward children's efforts. All staff offer consistent support to children in both the Nursery and the Reception classes.

10. There is a highly effective and valued reward system in place in which the headteacher and all staff are fully involved. Pupils with difficulty in maintaining constant good behaviour are particularly well supported and managed. They are specifically rewarded for their efforts on a daily basis and take a pride in their individual achievements. The school's values are appreciated by parents and carers.
11. As a result of the school's overall good provision for their spiritual, moral, social and cultural development, pupils grow in confidence and maturity. Spiritual development is good. Assemblies are interactive and pupils enjoy participating. Staff involve children in stories on issues such as friendship and our environment. They include periods of reflection followed by a prayer for those who wish to join in.
12. Moral development is good. Pupils are encouraged to be thoughtful and to make "good choices". Through lessons and other examples children are enabled to explore issues of right and wrong such as honesty and kindness to others.
13. Social development is good; children are encouraged to take responsibility for themselves and their actions. Personal, social and health education is taught both formally and by exploiting other opportunities in the curriculum. Through circle time children are encouraged to listen and to be supportive and reflective. Pupils are frequently encouraged to work together, sometimes in pairs or groups; they co-operate well in assisting each other to answer questions or complete a task. Adults in the school provide a strong role model for the children with very positive interaction between them, for example by a teacher sensitively guiding pupils to reach a correct answer, while at the same time encouraging them to think for themselves by the use of clues.
14. Cultural development is good; a significant amount of work has taken place to inform, involve and enrich pupils' learning of their role in a culturally diverse society. There is an emphasis on art, music and culture from other lands. The school goes out of its way to acquire items of dress, utensils and artefacts both to appreciate and to illustrate this diversity. School visits to museums, galleries and places of worship form an important basis for understanding other people's lives, culture and religious traditions.
15. Attendance is satisfactory and improving. Most pupils attend regularly and on time. The school has worked very hard to promote good attendance and the results are positive. However a small minority are seemingly not motivated to attend school regularly or to be punctual. The school is very aware of the pupils concerned and issues involved. It continues to support and encourage the families concerned.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good for all pupils. The overall quality of teaching and learning is good. Lessons are planned carefully, especially in literacy and numeracy. The school's assessment procedures are good in all subjects. The well-planned curriculum provides a good range of experiences in lessons. Opportunities outside of school are satisfactory. Pupils are cared for very well and the school has very good partnerships with parents, other schools and the local community. Good accommodation and resources support teaching and learning effectively.

Teaching and learning

Teaching and learning are good overall.

Main strengths and weaknesses

- Teachers manage pupils' learning well; they encourage and interest them.

- The teaching of English is very good overall.
- The quality of teaching in the Foundation Stage is consistently good or better.
- Good assessment procedures in all subjects help pupils to achieve well.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	11 (37%)	16 (53%)	2 (7%)	0 (0 %)	0 (0%)	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.

Commentary

16. Teaching and learning are good overall. The teaching judgement takes full account of the work seen in the analysis of pupils' work plus the lessons observed. The best lessons had many very good features such as relationships in the classroom, pace, teachers' subject knowledge and a 'sparkle' that gained pupils' attention. Examples of very good teaching were seen across the school. Occasionally an excellent lesson was seen, for example in religious education. The use of appropriate questioning, and the teacher's ability to excite and enthuse pupils, enables them to become 'detectives searching for important evidence about the Qu'ran'. The teacher's explanations about words such as 'holy' helped pupils to realise the respect given to the Qu'ran by Muslim people. The quality of teaching and learning has improved since the last inspection as a result of improved lesson planning, the school's systematic monitoring of teaching and learning, including feedback to staff, and the assessment and record-keeping systems.
17. The teaching of mathematics and science is good overall; the teaching of English and literacy is very good overall. The teaching of numeracy is good in all classes. The majority of teachers have a good knowledge of the subjects they teach and use this well to extend the learning of pupils. Behaviour is managed well so pupils can listen and learn. Staff effectively build pupils' self-esteem so that they feel confident to participate. Most pupils try hard with their work and this helps them to be successful in their learning.
18. Homework is used well to consolidate pupils' learning and to improve their work. The use of assessment in English and mathematics helps pupils to reach their potential because it enables teachers to know exactly what pupils can already do, and so set appropriately challenging work. In the most successful lessons, planning takes full account of the varying needs of all pupils, the pace of the lessons is brisk and there is a 'busy buzz' of intellectual activity. Classroom assistants make a strong contribution to the quality of learning. Pupils with special educational needs, and those who speak English as an additional language are taught well and receive sensitive support from their classroom assistants and teachers.
19. The quality of pupils' learning and progress reflects the quality of teaching and is good overall across the school. Strengths in learning include the enthusiasm with which pupils apply themselves to tasks, such as when a Year 2 class used ICT to learn about paint effects. Assisted by Year 5 pupils from the junior school, pupils enjoyed the activity to produce pictures depicting sea-spray. Pupils' behaviour is well managed across the school so they have the opportunity to listen and learn.
20. Some additional specialist teaching in English is provided for pupils at the early stages of acquisition of English, and liaison is very good between the specialist staff and the classroom teachers and assistants. The progress of these pupils in English is closely checked. Class teachers include special teaching and learning focuses and targets for these children in their lesson planning. This very good support is effective, since pupils make relatively rapid progress in learning English, and as a result, in their learning in general.

21. The quality of tracking pupils' progress across the school is thorough with good opportunities provided for pupils to evaluate their own progress when reviewing work at the end of lessons. However, when reading teachers' comments in their books, pupils are not given consistently clear messages about what they need to do in order to improve their work. Marking is consistently good in the Foundation Stage.
22. Teaching in the Foundation Stage is good overall, with some very good lessons seen. Teachers' knowledge and understanding of the Foundation Stage curriculum and how children learn are good. Children's learning reflects the teaching. There is a good balance between directed and self-chosen activities, and between structured and free play. The early stages of literacy and numeracy are well taught, and suitable for the pupils' ages. Children make good progress because of the consistently good quality of teaching and very good lesson planning, assessment and record keeping.
23. The overall improvement since the last inspection is good. Key improvements include the excellent development of ICT across the school. This has included extensive training and support for staff reflected in the way that ICT is used to support learning across the curriculum. The quality of teaching is more consistently good or better than at the time of the last inspection. This reflects the very good monitoring systems put in place by the headteacher, which are having a positive impact on teaching and learning across the school.
24. Pupils of all social and ability backgrounds are well integrated into the life of the school and achieve equally well. Staff give consistent messages about the school's behaviour and work expectations. Staff treat and value pupils as individuals. The behaviour management systems are based on positive reinforcement of good behaviour, and these work well. For a few pupils, their progress is limited by poor attendance, and this impacts on their overall achievement.
25. Good support is provided to pupils with special educational needs, by a valuable team of teaching assistants. Teaching assistants work closely with the class teachers to provide focused and targeted support. Very good practice was seen, where teaching assistants give pupils opportunities to extend their thinking. Individual education plan targets are used well in individual and small group activities, but are less evident in whole class teaching. Pupils could make even better progress if the assessment information was used to inform short step targets and there was a clear cycle of review in the individual education plans.

THE CURRICULUM

Curricular provision is good and is relevant to the ages and interests of pupils, with an appropriate range of subjects that meet statutory requirements.

Main strengths and weaknesses

- Provision, subject leadership and management, and monitoring are strong in the main core subjects of English, mathematics, science and ICT.
- Religious education is also strong, and exceeds the requirements of the locally agreed syllabus for this subject.
- There is good integration across different subjects, making the most of cross-curricular links.
- The trained expertise of teaching assistants adds substantially to the progress made by pupils.
- The organisation of the paperwork related to the 'Code of practice' for pupils with special educational needs is not yet systematically managed.

Commentary

26. The curriculum as a whole is generally broad and well balanced. The thorough approach to checking on the ongoing learning of pupils, as well as on the use of appropriate teaching methods, supports a continuous and developing perspective in the planning of what is to be taught. These are particularly strong in English, mathematics, science and ICT. In religious

education, they are very strong and provision in this subject exceeds the requirements for the locally Agreed Syllabus. Subject policies and schemes of work are updated, although those for art and design, which has a few weak areas, is only currently undergoing rewriting. The integration of topics, themes and ideas within different subjects of the curriculum is an effective way of enhancing learning and making the best use of time; it is done well.

27. The regular acts of worship meet requirements, as also do the arrangements for sex education and the introduction to learning about drugs and medicines, which is part of the good personal, social and health education provided. The curriculum is enhanced by a wide range of visits to places of interest, and by visitors who perform, act or talk to extend the interests and learning of pupils. There are satisfactory opportunities for after-school activities and for participation in the arts and in sports.
28. There are good links with the neighbouring junior school to which pupils transfer at the age of seven, and induction arrangements for children entering the Nursery are very good indeed.
29. Provision for special educational needs is good. The requirements of the Code of Practice are met, although the paperwork is kept in different places. This means that the organisation of special educational needs is not yet systematically managed and consistent for all pupils. All pupils have full access to the curriculum and there is very good integration and inclusion for all. The curriculum is planned to meet individual needs, which enables all pupils to make good progress. However, the literacy targets in pupils' individual education plans are not always incorporated into teaching across the curriculum. For pupils at early stages of the acquisition of English, extra support, explanation and adaptations are made to planned activities to enable them to learn and understand, meeting the needs of these pupils well.
30. The headteacher implements a very thorough system of curriculum review which leads to the curricular development specified in the school improvement plan. Governors also monitor the curriculum through regular meetings with staff and by systematic lesson observations and visits to school; these add rigour to its review. The match of teachers to the demands of the curriculum is good, while that of the teaching assistants, because of their thorough training and expertise, is very good. They add substantially to the progress made by pupils. Resources are generally good, and the accommodation is both good and well kept.

Care, guidance and support

The school offers its pupils very good care and guidance in a safe and supportive environment. Parents have every confidence in the high level of care provided and the willingness of staff to listen and act upon any concerns. Support for pupils with special educational needs and those who speak English as an additional language is good. The monitoring of pupils' personal development and achievement is very good.

Main strengths

- The school's reputation for being a safe and caring place for children is justified.
- The school has a strong ethos of community, trust and care.
- Early years induction programme is reassuring for pupils and parents.

- Parents are actively encouraged to approach the school to discuss any concerns.
- Health and safety of pupils and staff is very good.

Commentary

31. The high standards of care identified in the last inspection have been maintained. Pupils are provided with a very caring and supportive environment. Pupils know that they are important and matter as individuals within the school community. Assessment is used consistently to plan work to meet pupils' needs; it is very good and is enhanced by the school working very closely with parents.
32. Child protection procedures are comprehensive and effective. There is a strong emphasis on whole school involvement in every aspect of child-care and protection. The school, parents and other agencies work closely together to ensure early intervention on any matters of concern.
33. Parents are right to be very pleased with the care the school offers to their children. Their view that the school is developing its pupils to become mature and caring individuals is confirmed by the inspection evidence. Pupils and their parents who are new to the school receive excellent induction information and arrangements. Pupils' relationships with all staff in the school are very good. The school is very receptive and is always ready to take pupils' views into account.
34. The school's support for pupils' personal development, relationships and achievement is notable and very good. All staff work together as a strong and effective team, which includes parents, to encourage pupils to develop confidence, self-esteem and to reach their potential. Older pupils are encouraged to respect and care for younger children.
35. The school works in the best interest of pupils with special educational needs to safeguard their welfare and promote their development. Very good partnership with outside agencies ensures the 'joined-up' approach to pupils' welfare. All staff take careful consideration of individual needs and language and cultural backgrounds.
36. Both in the pupils' questionnaire and in subsequent conversations with them during the inspection, pupils confirmed that they felt that there was always an adult to whom they could turn if they were worried about anything at school. They know that bullying will not be tolerated and there was little evidence that it even existed at this school. The school has an excellent school council which develops its own agenda and is proving an effective way for pupils' views to be known across the school. The school council is taken very seriously, there are regular updates of its work in assembly and it has its own dedicated notice board. The school provides a satisfactory range of after-school clubs and activities, as well as a breakfast club.
37. Induction procedures are comprehensive and reassuring for both parents and children. For the Nursery, a home visit is always arranged in the autumn term when a teacher and nursery nurse will visit the child and parents at home. Parents are then invited to visit the Nursery before the child is admitted. Children subsequently make part-time visits into their Reception class to allow them to settle. Children being admitted to either Year 1 or Year 2 will be encouraged to make a preliminary visit to meet their class teachers prior to starting school. Regular meetings and comprehensive induction documentation, including a home/school agreement, keep parents and carers properly informed and confident about the school.
38. Staff are particularly vigilant to ensure that all children in the school are carefully supervised and safe at all times. Attention is paid to the health needs of individual pupils and there is a heightened awareness and understanding of healthy living and personal safety. Thorough maintenance ensures that the building and school equipment are safe. During the inspection the cleanliness and general upkeep of the school was excellent. Physical security in and around the school site is very good, perimeters and access points were secured during the school day and the school has an effective closed-circuit television suite.

Partnership with parents, other schools and the community

Links with parents and the local community are very good. Parental involvement with the overall life and support of the school is also very good. Parents appreciate the quality of information that the school provides.

Main strengths

- Links with parents contribute well to pupils' overall learning.
- Parental support through the very active Parent Teacher Association (PTA) significantly benefits the school.
- The school plays a pivotal role within the wider local community.

Commentary

39. Every contact with parents during the inspection process revealed that they were positive about all aspects of the school. They were particularly delighted with the open door policy and the welcome they receive from staff whenever they come to the school to discuss any issue about their children. Parents know the headteacher personally. Parents and children love this school and have a very strong sense of ownership towards it. This was reflected at the parents meeting and subsequent conversations with parents during the inspection. Responses in the parents' questionnaire were very positive.
40. There are good links with parents who attend and contribute to the annual reviews for pupils with special educational needs. Parents are given support and advice on working with their children at home. Close links with the junior school co-ordinator smooth the transition for the Year 2 pupils with special educational needs.
41. The school places great importance upon its relationship and partnership with parents and it positively welcomes contributions and participation in all aspects of school life. Many parents come to the school to assist staff with pupils reading. Parents are routinely consulted by the school about future developments, and a questionnaire is used to give the senior management and governors a regular picture of parents' perceptions of the school. As a consequence parental support is very strong because they know their views are actively sought and valued.
42. The PTA is supported by all parents who automatically become members. The PTA is deeply embedded into the fabric of the school, its fundraising initiatives and drive is remarkable. In particular the May Fair routinely raises sums in the region of £3000 with another similar event later in the year before Christmas. Book Fairs and a January Sale also take place at the school. Generous donations are made by the local business community who actively support the school through the PTA. Other fund raising initiatives, include a very successful school calendar, make significant additions to the school fund. These additional funds have enabled the school to purchase three interactive white boards, digital cameras and other ICT equipment. They have also provided playground equipment and Early Years' toys as well as cash sums for each year group and the Nursery. The PTA also has a strong social element which brings the school and the local community together with events such as a quiz night, and other gatherings.
43. Information to parents is very good and during the inspection parents commented on the way they were kept informed about the school in general and their children in particular. They gain a wide range of information from the school brochure which is comprehensive and easy to use. Weekly newsletters keep parents up to date with life in the school, diary dates and any additional information. Translations of school documents are available if needed for parents for whom English is an additional language, and interpreters are also available if required.

44. Links with the adjoining junior school are very close and they share some facilities and resources. Relationships between the respective headteachers and staff are particularly warm, strong and productive, thus ensuring that the procedures for children to transfer are excellent and give both pupils and staff confidence to work together. Records upon transfer are detailed and comprehensive and each child is individually discussed prior to transfer.
45. The school has a community centre building on site and a community teacher who works two half days a week from this base. This is part of the Community Team Outreach provision.
46. A wide range of courses and facilities are available to parents and prospective parents. These include a Family Literacy project for infant parents, parent & toddler groups and an informative group on what children are learning. Other support and courses are available to parents, such as health and fitness, a crèche and open mornings. All these activities complement the strong sense of community that this school gives parents and families. The school has maintained high standards since the last inspection.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher leads the school very well and is ably supported by the deputy head and senior management team. Management systems and procedures are good. Governance of the school is good.

Main strengths

- The headteacher has very good team-building skills.
- The head, deputy and senior management team are working effectively together to improve further the school's performance.
- Governors are effective in their roles.
- In its work the school shows commitment to the promotion of equality of opportunity and concern for the needs of individuals.

Commentary

47. The headteacher has a calm and positive approach, leading the staff team with a clear direction and purpose. Her sensitivity to individual needs has ensured that staff feel respected and valued; a good team spirit has been developed. The headteacher is supportive of colleagues, yet is also able to talk about those areas where improvements must be made to improve pupils' achievements. She has a very clear understanding of pupils' needs and makes very appropriate arrangements for their support. The headteacher, through her very good leadership of the school, has raised standards during the past two years. There has been good improvement in the leadership and management of the school since the last inspection.
48. Senior managers are working well to develop strong management systems in order to sustain and improve good standards. The deputy brings valuable experience to the post. The role of senior subject co-ordinators is well developed, and those of less experienced subject leaders are developing well to meet the challenges of the identified areas for development in the school's clear improvement plan. Since the appointment of the headteacher, there is a better focus on and understanding of pupils' achievements and most co-ordinators are working proactively to provide well for pupils of all abilities. When most effective, such as in the Foundation Stage, English, mathematics, science, religious education and ICT, the monitoring of standards, development of teaching and systematic curriculum planning has had a positive impact on standards and pupils' achievement. All staff have received in-service training in supporting pupils with English as an additional language. The quality of assessment procedures is supporting pupils' learning well, although the school recognises that there is room to develop further the marking of pupils' work.

49. There is satisfactory co-ordination of special educational needs. The co-ordinator is developing her role with support from the headteacher. Strengths include good relationships between staff and pupils with special educational needs, and the work of the teaching assistants who work closely with the class teachers to plan appropriate support. The organisation of the paperwork related to the 'Code of Practice' is not yet systematically managed and consistent for all pupils. Pupils could make even better progress if the assessment information was used to inform short step targets and there was a clear cycle of review in the individual education plans. Strategies to support learning do not yet include identification of resources, such as the use of ICT.
50. The governors support the school well and are knowledgeable about strengths and weaknesses in the standards achieved by pupils. They understand where the school works successfully and share a common desire to improve further. They are effective in planning strategically for the school's future, and their understanding of how and where the school needs to be better is good. Governors willingly contribute from their areas of expertise and are supportive of management whilst questioning and interrogating proposals. The leadership of the governing body is very good. Governors fulfil all their statutory responsibilities.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	856830
Total expenditure	862040
Expenditure per pupil	2425

Balances (£)	
Balance from previous year	97,363
Balance carried forward to the next	92153

51. The school manages its finances very well and priority developments are supported with appropriately targeted funding, and the principles of best value are applied when considering purchases. Financial planning for future years takes heed of possible reductions in income. New initiatives and projected spending are costed carefully. Office staff are vigilant in keeping track of day-to-day funds and administrative tasks. The school pays good attention to calculating the value gained from spending to ensure that there is always a benefit to pupils' achievements. The current staffing structure is expensive to maintain. The governing body made a conscious decision to increase the number of classroom assistants to help raise mathematics standards. Although this has been expensive, inspection evidence suggests that standards are improving as a result of this expenditure. The monitoring of teaching and learning is very good, and the headteacher and governors ensure that targets for development are met. Therefore, the school can be sure that their spending is effective. The school utilises ICT very well for administration and for the education of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

52. Provision in the Foundation Stage is very good; this is better than that found in the previous inspection. The quality of teaching is good overall. It is good or very good in every one of the six areas of learning, which are effectively linked together to reinforce concepts in children's minds. Children make good progress in their learning and achieve well. In communication, language and literacy, and in their personal, social and emotional development, children's achievement is very good, as is their progress in these areas. Children join the Nursery with well below average levels of attainment.
53. There are 87 children in the Reception classes, and 63 part-time children in the Nursery. The children join the Nursery when they are three years old. It is likely that a good proportion of children, although not all, will achieve the expected standards in most areas of learning by the end of the Reception year.
54. The Foundation Stage co-ordinator provides a very good role model for her colleagues and for the nursery nurses. She has instituted a highly appropriate curriculum for the under fives, with very good planning, assessment practices and recording procedures, which facilitate very good profiling of children's progress and sharp matching of challenges to their capabilities and previous learning. All staff are experienced and well qualified. They have a good knowledge and understanding of the needs of young children. Learning resources are very good and are well used by children and staff to provide many activities to further children's learning. Accommodation is very good, although the Reception class areas can seem cramped at active times of the day. The staff work very well together, planning, assessing and recording as a team, ensuring all children receive a well-planned, safe, happy and appropriate start to their school life. Day-to-day liaison with parents is very good and there are very good induction procedures in place. Overall, the provision in the Foundation Stage is a strength of the school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths

- Children listen well and concentrate in lessons.
- Children work well as part of a group, and are beginning to form trusting relationships with others.
- Opportunities for children to initiate their own activities are very good.
- Children behave very well and have very positive attitudes to learning.

Commentary

55. Children, including those with special educational needs and those who speak English as an additional language, make good progress in this area of development and achieve very well. The quality of teaching and learning is good. Most children are likely to meet expectations by the time they join Year 1. Children develop confidence in trying new activities. All children concentrate on their lessons and activities well and sit quietly and listen to their teachers when required. This is especially noticeable when they are listening to a story, and during the planning time in the Nursery. Children also take their turn before talking or answering a question and most listen very attentively to their classmates without interruption. All children are beginning to form good, trusting relationships with adults and their peers. They work as part of a group or a whole class, taking turns, sharing fairly and beginning to understand the need for a code of good behaviour to enable them to work harmoniously. They understand the classroom rules and behave very well. Children are given plenty of very good opportunities to

work and play together in small groups, and are beginning to develop independence by managing their own personal hygiene. Children are also provided with opportunities to initiate their own activities. Nearly all children put on their coats and deal with their own clothing needs for physical education sessions. They recognise their names when participating in 'free-choice' activities. All staff expect high standards of behaviour and this results in a quiet working atmosphere in all activity areas. The staff are very good role models for the children's social development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths

- The very good quality of teaching in this area helps children to achieve very well.
- The cross-curricular links made by teachers ensure that children receive consistent messages.
- Children enjoy books and handle them with care.

Commentary

56. Children make very good progress in this area of learning and achieve very well. By the time they join Year 1 it is likely that about half of the children will meet the expected standards. All children listen attentively to stories and can express their ideas confidently. Lessons are well targeted to the needs of individuals. Children practise writing their names on their work at the beginning of sessions. Most children can identify some letter sounds, and these are constantly reinforced through a range of differing activities. For example, when writing about animals seen on the 'game reserve bus' children can find the initial sound of a word before recording a list of animals seen in Africa. Spoken language is developing well, as staff use every available opportunity to encourage 'talk'. Role-play sessions are used well to help develop children's speaking skills. For example, in the Nursery 'Rainbow Café' children become customers and shopkeepers, buying and selling items from the menu. In reading, some children have begun to read simple books whilst others still explore print. The higher-attaining children read their own books. The quality of record keeping by staff assists this process. During the 'free-choice' time in the Nursery children often choose to look at books in a quiet area.
57. The quality of teaching and learning is very good and all staff encourage children to speak by asking questions, responding positively and giving encouragement to their answers. Children choose to 'write' letters to their friends in the writing corner and many are competent at writing their names. ICT is used very well to enrich learning. For example, children practise their writing skills on the computer writing such sentences as, ' I went to the zoo. I so a elifnt'. (I saw an elephant). Very good links are made between literacy development, art and design, and ICT as children, both in the Nursery and Reception, develop and practise skills in a range of activities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths

- Children achieve well in relation to their prior attainment because of the good quality of teaching and learning.
- A good range of incidental opportunities to reinforce mathematical ideas across the curriculum.

Commentary

58. In their mathematical development just over half of the children, including those with special educational needs and those who speak English as an additional language, are on course to meet expectations when they join Year 1. Most count with confidence to ten and can recognise and use these numbers. Some children recognise larger numbers from registration periods and from their everyday life. Pupil participation in role-play in the outside area, for example, when 'delivering pizzas', also helps them to count small numbers and this is actively encouraged. Most children recognise and name two-dimensional shapes such as squares, rectangles, triangles and circles. The links with other aspects of the curriculum are strong as children use ICT to 'dress teddy' and to count items for a party. In Reception, when adding two groups of objects together, children draw five tangerines in one basket and five bananas in the other. Higher-attaining children write these as 'sums'. The quality of teaching and learning are good and children achieve well due to the organisation and management of mathematical sessions that give all children the opportunity to practise 'hands on' what they have learnt in whole class lessons. Learning resources are organised well to give children the opportunity to participate in various planned and 'free-choice' activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths

- Teaching and learning are good and this enables children to achieve well.
- There are good opportunities for children to learn about the natural world.
- The provision for ICT is good.

Commentary

59. Almost half of the children will achieve the recommended targets by the time they join Year 1. All children are developing their scientific skills well, for example, when growing beans in Reception classes and digging the Nursery garden. In the Nursery, children experience pushing and pulling concepts whilst playing with blocks and trikes in the outside area. Children learn about other faiths and cultures, when they think about things that are personally special or precious. They show a good developing use of the control 'mouse' in their work on the computer, controlling and moving symbols into the appropriate place. Children's ICT skills are well developed for children of this age. The sand and water trays are used and enjoyed by all children to look closely at differences and change. They identify the different features of objects when used with sand and water, for example in their work on floating and sinking. 'Washing dolly's hair' in the Nursery helps children to be aware of these concepts through play; this is a strength of the provision. Children use a range of positional vocabulary and staff encourage this development during the free-choice times.
60. The quality of teaching is good and children of all abilities make good progress in this area of learning. A wide selection of objects, materials and equipment is provided for children to use and handle in their everyday activities, including computers, to further their knowledge and understanding of their immediate locality and the world about them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths

- Teaching and learning in this area of learning are good and enable children to achieve well.
- Good opportunities are provided for children to develop their spatial awareness.
- Children have continuous access to the outside area.

Commentary

61. By the time they join Year 1, most children, including those with special educational needs, and those who speak English as an additional language, are on course to meet the recommended standards for their physical development. When changing for their physical development lessons, most show good independence in undressing and dressing with little assistance needed from adult staff. Children show a good awareness of space, and a good ability to control their own bodies in hall sessions. They show an awareness of the space around them such as when using the ribbons and the parachute, but not all can co-ordinate sufficiently well to skip. Children who speak English as an additional language receive good support from other adults and their peers during hall sessions. The curriculum planning affords children many good opportunities to practise their skills. For example, they make their own choices of where to work; many choose the outside area in the Nursery. The staffing allows continuous access to the outside area where children can experience a range of opportunities including clambering, riding trikes around a course and balancing on tyres and on a balance bench. Children are learning to handle tools, objects and construction materials safely in nearly all aspects of their school day. The manual dexterity of some children in using pencils, crayons, paint brushes and other colouring implements is less well developed. The quality of teaching and learning is good and full use is made of the available resources and materials. All staff teach, support and work with children in their use of apparatus, tools and equipment to help them gain confidence to use the space and equipment imaginatively and safely.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths

- Teaching and learning are good and enable children to achieve well.
- Good opportunities are provided for independent learning.

Commentary

62. All children make good progress in developing their creative skills, including those with special educational needs and those who speak English as an additional language. A good proportion are likely to achieve the expected standards by the time they leave the Reception classes. This is due to good use of plentiful resources and opportunities for independent work, for example in the use of play dough to create shapes in free-choice sessions. They all enjoy learning and singing new songs. A range of instruments is available in the outside area; some children access these during free-choice time. Nearly all children show the ability to use their imagination to initiate and use role-play in the play areas of their respective classrooms, and in the outside area where Nursery and reception children play together. Opportunities for painting, drawing, cutting and sticking, and exploring different fabrics for modelling are always available. There are good examples of the children using painting to express their own ideas in the colourful displays of work in the classrooms and activity areas. For example, Nursery children paint 'pizzas' and Reception children paint pictures of daffodils and blossom on trees. The

quality of teaching and learning is good and the many activities for this area of learning are well resourced and organised to ensure that children of all abilities have the opportunity to participate in creative work.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards attained by pupils are above average against national expectations for their age.
- The long-term achievement of pupils is very good.
- Teaching is very good overall.
- Leadership and management in the subject is very good.
- The very good training and deployment of teaching assistants enhances the progress of pupils.
- The structuring and encouragement of pupils' self-knowledge of how to improve is good.
- The library skills of older pupils are weak and uncertain.

Commentary

63. Standards in English attained by pupils in Year 2 are good, and are above those expected for their age nationally. They are good in both reading, which is better than the results shown in the last national end of year tests, and writing, which is similar to the school's last national result. Against the attainment reported in the last inspection, this represents an improvement. The achievement of pupils is very good, since pupils enter Year 1 with only half of the year group meeting national expectations, and finish in Year 2 with nearly all pupils achieving the expected levels as well as a substantial minority higher than that. The majority of pupils, including those with special educational needs and those with English as an additional language, make good progress against their previous learning and their capabilities. The more able pupils are appropriately challenged and do well. There is no significant difference between the performance of boys and girls.
64. Standards in speaking and listening are above average in Year 2, and achievement is very good. Pupils speak confidently and clearly, and are generally keen to enter discussions and to ask and answer questions. They readily talk about what they have read, and can talk about characters and plots of stories. They like to discuss ideas with their talk partners, and express themselves well when reporting back from group or paired work. They are able to discuss how they themselves can improve and can offer helpful comments and appreciation on the work of others. Teachers and assistants extend speaking and listening by the skilled use of questioning, by the opportunities for paired and small group talk, and by the use of the plenary session in the literacy hours.
65. In reading, standards are above average in Year 2, and achievement here is again very good against the previous learning and capabilities of pupils. Pupils generally read accurately the texts they are given. They enjoy reading, and like to choose books for their own interests. However, their library skills are undeveloped as yet. Pupils are encouraged to read at home, and guided reading activities focus well on reading for meaning.
66. Standards of attainment in writing are above average in Year 2, and again this shows very good achievement against previous learning. Handwriting is generally neat and well developed, although most pupils are not yet joining their letters to form cursive handwriting. Spelling is good for this age, and so is grammar and punctuation. The majority are able to get down quickly to a writing task, and many can express themselves quite fluently. A wide range of purposes is introduced to pupils, and good attention is paid to writing organisation and

structure. Pupils' writing shows the use of good ideas, and of efforts to employ effective vocabulary.

67. The quality of teaching and learning are very good overall; all lessons seen in English were good or very good. There has been substantial in-service training in the subject for teachers and for teaching assistants, and more, in speaking and listening, is planned. Skilled questioning and the use of focused discussions are strengths of the teaching, as are the deployment and use of the assistants. The structuring and encouragement of self-knowledge about how to improve on the part of pupils, and their ability to comment on and appreciate the work of others, are also strengths of the teaching. The very good teaching is also imaginative and enthusiastic, capturing the interests of pupils. Tasks are well matched to pupils' capabilities, yet provide appropriate challenge for all groups. Ongoing monitoring of progress is used effectively to achieve this.
68. The subject co-ordinator has very good subject knowledge, has introduced initiatives to improve the subject, and has introduced plenty of in-service training for staff. Planning is monitored by the headteacher, but the co-ordinator samples work and surveys the assessment of progress, as well as observing lessons on a systematic basis. Marking is aimed at helping pupils to be aware of their next steps, but this is still rather inconsistent, although all marking is encouraging to pupils. Data is analysed thoroughly to create individual, group and school targets. School targets set for last year were achieved, and higher but realistic targets have been set for the end of the current year.
69. Resources in the subject are generally good, especially for the literacy hours. The library has now been split into two small libraries, one for Year 1 and one for Year 2. This is an improvement as access is better for both year groups. The current stock is sensibly categorised for the ages of pupils, although more accessible guides to classification are needed. The book stocks are adequate. Enrichment opportunities in the subject are good, such as book weeks and book fairs, and theatre productions for pupils to see and enjoy.
70. Since the last inspection, standards attained by pupils are better, standards of teaching and learning have improved, and the siting and use of the libraries has improved.

Language and literacy across the curriculum

71. Opportunities to extend literacy skills in other subjects are not generally fully exploited yet, although where they are, standards of literacy are similar to those in English. There is, however, good integration of other subjects within English itself, so that topics from other disciplines become the focus for English writing tasks, for example using history and physical education topics. Information and communication technology is also used in English in an integrated way. Such combining enhances learning and uses time economically.

MATHEMATICS

Provision in mathematics is **satisfactory with good features**.

Main strengths and weaknesses

- Pupils achieve well and make good progress.
- Pupils have very good attitudes to the subject.
- Teaching is good, enabling pupils to learn effectively.
- Pupils with special educational needs and those who speak English as an additional language receive good support from learning support assistants.
- Management is effective.
- Marking is inconsistent and does not always tell pupils how to improve their work.

Commentary

72. Standards are still below national expectations but the school is working hard to bring about improvements and raise the profile of mathematics. A high proportion of pupils with special educational needs, and new pupils arriving at different times, has an effect on the results in the national tests. The enthusiastic and knowledgeable co-ordinator has put into place a range of strategies to help raise standards and the effects are already being seen in Year 1, where pupils achieve in line with expectations. Pupils are given targeted support and booster sessions. There is a good emphasis on the modelling of mathematical language and good use of practical 'hands on' resources. Pupils with special educational needs and those for whom English is an additional language receive good support, although the teachers' planning could more closely reflect the targets written in the individual education plans.
73. Teaching and learning are good. The success lies in the way both the class teachers and the teaching assistants know the pupils very well and cater for the individual needs of each pupil, whether they learn more slowly or more quickly. Occasionally, individual education plan targets are insufficiently represented in lesson planning. The good quality of teaching was evident in the learning about two-dimensional and three-dimensional shapes in Year 2. Pupils enjoy mathematical games and were able to recognise and name a range of shapes. There was fun in the learning, when the teacher showed the pupils how to make a cylinder from an oblong shaped piece of paper. 'How do we know the difference between 2 and 3D?', asked the teacher. 'When you can touch it,' responded the pupils enthusiastically.
74. Pupils have very good attitudes to their learning and even while the teacher is engaged with other groups, they collaborate and support each other. Careful assessment of each pupil's work ensures that individual or group targets are set and pupils know what they have to do to improve in lessons. However, when looking at the pupils' books, marking is inconsistent and does not always tell the pupils how to improve their work or if their work is wrong; misconceptions are not always corrected.
75. The co-ordinator is enthusiastic and knowledgeable. The school analyses test results effectively to find what pupils need to learn to improve. There is a clear plan of action to help raise standards in all areas. Good improvement has been made since the previous inspection. Parents are kept well informed, in helping with homework or being asked to reinforce a particular concept.
76. Information and communication technology is used to support pupils' learning in mathematics, but could be developed further. There is a limited range of books in the library.

Mathematics across the curriculum

77. There is effective use of mathematics in other subjects. Pupils extend their vocabulary through learning mathematical terms. They practise their literacy skills through reading mathematical problems. Findings are accurately displayed in a range of charts and graphs. Pupils measure

accurately in design and technology and in science. Younger pupils sing number rhymes and songs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Assessment procedures are good.
- Higher-attaining pupils are well extended.
- The use of ICT in science lessons is good.
- Subject co-ordination is good.
- The marking of pupils' work does not always tell them how to improve.

Commentary

78. Standards attained by the pupils in Year 2 are similar to those found in most other schools, and at the time of the last inspection. Most pupils, including those with special educational needs and those who speak English as an additional language, make good progress in lessons. Good evidence was seen of lessons matching the needs of pupils of all abilities. The overall quality of teaching has improved; it is now consistently good. Higher-attaining pupils achieve well and this was reflected in the 2003 teacher assessments of science, when 55 per cent of pupils were judged to have achieved Level 3. Therefore, there has been good improvement since the last inspection.
79. By the end of Year 2, pupils' skills in investigative science are well developed. They plan experiments to find out whether cress will grow in different conditions. 'The cress died because they didn't have sun'. Pupils make predictions such as what will happen to ice-cubes after different periods of time. Higher-attaining pupils concluded that a circuit would make a battery light up if 'the wires were joined up'. In Year 1, pupils grow beans and name the basic parts of a plant. They show some awareness of things that humans need to stay alive. They show a developing awareness of the effects of light on plants, 'Our cress grew but it was still wonky because we didn't give it sunlight'. A majority of pupils are very responsive to suggestions by teachers and, as a result, they confidently make predictions based on their knowledge and evidence. Pupils learn to record their findings in a variety of ways, including using ICT to present their graph work. A good proportion of Year 2 pupils confidently recognise a fair test and draw conclusions from experimental results. For example, pupils observe and record the results when finding out the differences between edible and non-edible plants.
80. The quality of teaching and learning is good, and is better than at the time of the last inspection. By the end of Year 2, pupils are well motivated as lively, enthusiastic teaching captures and holds their interest throughout. In the best lessons, the management of pupils is very good, and sharp questioning keeps pupils on task effectively. The content of lessons is pitched at challenging levels for pupils of most abilities. Pupils accept teachers' high expectations and respond with very good behaviour and neat presentation of their work. Key features of successful lessons are careful planning where the needs of the wide ability range in the classes are considered, and the sharing of the purpose of the lesson with the pupils. All lessons are well organised with readily available resources. Teachers' knowledge and expertise are good. ICT is used well to support learning.
81. The science curriculum is broad and balanced and meets requirements. The subject is well managed by the co-ordinator, who has a good action plan in place. The school uses the Qualifications and Curriculum Authority's scheme of work. Assessment is good and helps pupils to achieve well. However, the marking in pupils' books does not always give them pointers about how to improve their work. Resources and accommodation are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths

- Pupils reach standards that are well above average and achieve very well.
- ICT supports learning effectively in a number of areas of the curriculum.
- Pupils have very positive views about ICT.
- The subject is co-ordinated very well and the school has clear plans for developing ICT further.
- Excellent improvement has been achieved since the last inspection.

Commentary

82. Pupils reach well above average standards and achievement is very good across the school. Pupils work with obvious excitement using the laptop computers. They carried out a survey of their favourite fruits and used a database program to study their findings. The Internet has provided a rich source of information in increasing learning in a religious education lesson on the Creation story and in finding out about life in times past for history. All pupils are improving their mouse control, choosing a variety of tools to draw using computer graphics, and combining both images and text. All pupils have learnt about data handling by presenting information graphically using pictograms. They have used a digital camera as part of their work and ICT supports work in their art. In computer art, higher-attaining pupils produced effective seaside drawings that show sophisticated understanding of layering techniques and an ability to navigate a menu selecting a number of different effects.
83. The skills of control technology are being taught systematically. Pupils have practised putting sequences of instructions together and have devised their own instructions for a programmable toy.
84. Pupils are excited about working with computers. In discussion, the main thing they would wish to change about their school would be for each of them to have a computer.
85. A scheme of work is in place and a very good system is used to assess pupils' competency; this makes clear what skills pupils have mastered and what they have still to acquire.
86. The co-ordinator has clear plans for the subject and is creating a good ethos for learning. The school has moved forward since the previous inspection and there has been excellent improvement. It is now working to increase the use of ICT in a number of subjects.

Information and communication technology across the curriculum

87. ICT makes a good contribution to pupils' learning in a number of subjects. Pupils use word processing to publish their work, for example in English and history, and to create presentations on Florence Nightingale. Internet research supports work across the curriculum appropriately, and the school has an Internet safety agreement.

HUMANITIES

88. In **geography and history** no lessons were seen, but pupils' work and discussion with the subject co-ordinator indicate that standards meet expectations across the school. A range of work was observed in books and through displays, which the pupils had produced last term. Pupils have no opportunities for extended geographical based visits but do visit the local area. They study St Lucia as a comparative island, and have a range of multi-cultural resources to support learning. 'Barnaby Bear' travels with staff and pupils on holiday and this helps pupils to

understand the vastness of the world. Good links were seen between geography, ICT and mathematics when pupils collected data and searched web sites for information. In history, there was very little past work available for scrutiny. Pupils in Year 2 have visited Gunnersbury Museum. These visits enrich the curriculum provision. History has a small budget; resources are satisfactory and creatively enhanced by charity shop and boot sale purchases. The co-ordination of the subjects is satisfactory. The Qualifications and Curriculum Authority's schemes of work are the basis of planning for lessons.

Religious education

Provision in religious education is **very good**.

Main strengths

- Standards exceed the requirements of the locally Agreed Syllabus and pupils achieve very well.
- The school is very successful in developing pupils' understanding of spiritual and moral issues and in developing knowledge of world faiths.
- Teaching and learning is good.
- Visits and visitors from faith communities enrich the curriculum.
- The subject co-ordination is very good.

Commentary

89. Developing pupils' understanding of spiritual and moral issues is central to the school's purpose. Pupils are encouraged to think of others, to be caring and to develop a code of ethics that underpins the subsequent decisions they make. They learn about the major features of the main world religions and there are good links with the local church. The good teaching enables the pupils to learn something of what it means to be committed to a religious tradition. They learn to respect others' views and come to appreciate that there are times in each person's life that are of special significance. An excellent lesson was seen where the teacher created an exciting learning environment for the pupils to learn about the importance of the Qu'ran. With a wide range of resources, including the use of ICT, pupils worked as detectives to investigate the rites and practices of the Islamic religion. The emphasis was on respect and tolerance for other people's views. In another very good lesson, a Muslim pupil took great pride in explaining how she covered her head and the use of the prayer mat. These special occasions add to the pupils' spiritual and moral development.
90. Work in pupils' books is of a high standard and shows understanding of other major world religions, often with an emphasis on small details. Vivid descriptions and definitions of Puja show a good understanding of the main elements of Hindu worship. Pupils make regular visits to the local church and the Sikh Gurdwara. Parents are also invited and involved in their children's learning.
91. The co-ordinator is knowledgeable and enthusiastic and has made a major impact on the positive work of the school. Improvement since the previous inspection has been good as RE has a high profile within the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Inspectors did not see any lessons in **art and design** during the inspection, and there was insufficient previous work available to make reliable judgements about standards and

provision, or teaching and learning. However, work seen in sketchbooks, in a recent portfolio, in classrooms and on display indicates at least satisfactory standards. Observational drawing seen was good, and pupils also showed evidence of using collage and tie and dye techniques using textiles. Planning follows the suggested guidelines in the units selected for the school's art and design curriculum, and therefore meets the requirements of the National Curriculum. However, the programme, as it exists, is not a balanced one, nor is it fully comprehensive, since there are a few weak areas. There was little or no evidence of opportunities for pupils to undertake three-dimensional work using modelling and sculpting techniques; painting, especially free painting, and colour mixing appeared very infrequently, and studies of famous painters and craftspeople were not obvious. Skills development from one year to the next was somewhat unclear in the planning of the units chosen.

93. The subject co-ordinator has only recently stepped into this role, having had less than a year to bring about change for the better, and she has worked hard to undertake the updating and rewriting of schemes of work, and to improve resources. Subject co-ordination is satisfactory. Information and communication technology is used with appropriate programs for making picture compositions. Enrichment is satisfactory, with visits to places such as the National Gallery. For two terms of the year an art and craft club is available as an after-school activity on a weekly basis.
94. In **design and technology** the evidence drawn from a review of pupils' completed work, work on display and discussions shows that the requirements of the National Curriculum are met and standards are average. Good links are made with other subjects such as mathematics and science, when pupils take careful measurements to make movable vehicles. Pupils record the design and evaluation elements of their work. They carry out a risk assessment on the use of knives before making their fruit salad. Marking is inconsistent and does not always tell pupils how to improve their work. The use of ICT is limited and there are few books on this subject in the library. The co-ordination is satisfactory.
95. In **music**, only one lesson and two observations were made. From these observations and discussions with the co-ordinator, evidence suggests that the requirements of the National Curriculum are met. However, no overall judgements can be securely made about standards, provision or teaching and learning. In the lesson seen pupils achieved well as a result of the good quality of teaching and learning. Year 2 pupils learn a Hindu temple chant, which they sing with good pitch, tempo and enthusiasm. The teacher's very good management of the class resulted in pupils making good progress and responding empathetically to the music. The subject is co-ordinated satisfactorily. There are adequate resources following substantial purchases last year; more are planned. The school uses the Qualification and Curriculum Authority's scheme of work, and has an up-to-date policy for the subject. At the end of each unit of work, assessments are made of pupils' progress.
96. In **physical education**, only one lesson was seen during the inspection, forming insufficient evidence for sound judgements to be made about standards, provision or teaching and learning. However, in the Year 2 lesson, standards attained by pupils were satisfactory, whilst teaching and learning were very good. Pupils were learning dance steps and sequences of dance routine, which represented a good level of challenge in terms of both mental recall and physical control. Indications are that the programme for physical education is appropriate and reflects the requirements of the National Curriculum for the ages of the pupils. The subject co-ordinator has initiated changes in the provision of equipment which is enabling appropriate updating of certain sections of this programme. She is also extending practice in a number of ways, including planning the use of video and digital camera to incorporate ICT effectively within the subject. Subject co-ordination is satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION

97. No lessons were seen in this subject and no pupils' work was available for scrutiny, so it is not possible to make a judgement about standards, pupils' achievements or the quality of teaching and learning. The curriculum section of this report judges provision to be good overall.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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