

INSPECTION REPORT

Kobi Nazrul Primary School

Tower Hamlets, London

LEA area: Tower Hamlets

Unique reference number: 100940

Acting Headteacher: Ms Sindee Bass

Lead inspector: Ruth Frith

Dates of inspection: 1 – 3 December 2003

Inspection number: 256662

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	210
School address:	Settles Street London
Postcode:	E1 1JP
Telephone number:	020 7375 3626
Fax number:	020 7247 5390
Appropriate authority:	The governing body
Name of chair of governors:	Mr Mohi Khan
Date of previous inspection:	15 June 1998

CHARACTERISTICS OF THE SCHOOL

Kobi Nazrul Primary School is an average size, inner city, community school for boys and girls aged three to eleven years. It is a one-form entry school with a nursery, and most children come from the local area where there are high levels of unemployment and overcrowded accommodation. Pupils come from a range of social backgrounds but overall, the socio-economic status of families is well below average. The percentage of pupils receiving free school meals is well above the national average. On entry to school, overall, pupils show very low levels of attainment. Currently, 31 pupils are identified as having special educational needs, including five with a statement of special educational needs. These pupils receive additional support for a range of difficulties. Eighty-four per cent of the pupils come from the Bangladeshi community and speak Sylheti with others coming from a range of other ethnic backgrounds. One hundred and ninety pupils are being supported through the Ethnic Minority Achievement Grant and 49 are at the early stages of speaking English. Most children start school speaking very little, or no, English. Pupil mobility during the last school year was lower than the local average although there is a pattern of families taking extended holidays. The school is currently in a period of transition with high staff turnover. Eight teachers left the school during the previous two years and eight new teachers joined. Since September, the deputy headteacher has been acting Headteacher and two teachers are sharing the teaching of Year 6 and the deputy headteacher role. Three new teachers joined the school in September. The school has been identified as a Beacon School for Literacy. Other good practice has been recognised and the school received the Healthy Schools Award in 2001 and the Schools Achievement Award in 2002. At the time of the last inspection, the school did not teach pupils beyond Year 3.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ms R E Frith	Lead inspector	Music Religious education Areas of learning in the Foundation Stage English as an additional language
9519	Ms S Pritchard	Lay inspector	
24097	Mr G Pedrick	Team inspector	Science History Physical education
20534	Ms N Perry	Team inspector	English Art and Design Design and technology Special educational needs
32021	Mr A McClean	Team inspector	Mathematics Information and communication technology Geography

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kobi Nazrul Primary School is a very good school. It provides a happy and supportive environment where pupils are encouraged to value and respect others and feel part of the school community. Teaching is very good in most areas. This helps pupils to achieve very well so that by the time they leave school they attain above average standards in English and well above average standards in mathematics and science. **Overall, the school provides good value for money.**

The school's main strengths and weaknesses are:

- Pupils in 2003 attained above average standards in English and well above average standards in mathematics and science in the national test for Year 6 pupils.
- Teaching is frequently very good which results in most pupils achieving very well. However, pupils' achievement in religious education, although broadly satisfactory, is relatively weak when compared with other subjects. In a few lessons, teaching assistants are not deployed appropriately.
- Pupils' attitudes to school and their learning develop very well throughout their time in school and are excellent by the time they leave.
- Pupils' personal qualities are developed very well and this leads to very good relationships and behaviour.
- Leadership by the acting headteacher and senior staff is good and management of the school is very good.
- The school's ethos is excellent. Pupils are presented with an exciting and innovative curriculum which stimulates their learning and meets their needs very well.
- Very good systems are in place to ensure that pupils are well cared for and that the school is a safe place in which to learn.
- Although links with parents and the community are satisfactory overall, more needs to be done to seek and act on their views, and improve the quality of the information they receive.

Progress since the last inspection has been good, particularly in relation to how the growth of the school and the curriculum have been managed during a period of high staff turnover. Staff have successfully addressed most of the main issues identified in the last report and have plans in place to continue to develop the school building. The role of governors has developed satisfactorily. Although they have continued to discuss the issue of collective worship for pupils, the school is still not meeting statutory requirements on this issue.

STANDARDS ACHIEVED (Unvalidated data)

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	D	B	A*
mathematics	A	E	A	A*
science	B	C	A	A*

*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 achieve very well during their time in school. In the nursery, children make a good start and develop their use of English well. This is successfully built upon in the reception class so that by the time they enter Year 1 many are working at the levels expected nationally for pupils of that age in all areas of learning apart from in speaking, reading and writing. In Years 1 and 2, there have been improvements and by the end of the academic year pupils in Year 2 are likely to attain higher standards in reading, writing and mathematics than last year. Most pupils achieve very well in

English, mathematics, science, information and communication technology, art and design and music as teachers in Years 3 to 6 build well on the work undertaken in the lower school. Pupils' achievement in religious education is not as good because the curriculum is not fully developed and insufficient time is allocated to this subject. Pupils with special educational needs achieve very well due to the effective support provided. Pupils speaking English as an additional language and higher attaining pupils similarly achieve very well.

Provision to develop pupils' personal qualities is very good overall. Pupils enjoy going to school and attendance is above average. They are encouraged to enjoy their learning and respect the views, feelings and values of others. This results in most pupils behaving very well, developing excellent attitudes and developing very good relationships with their peers and adults.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are very good overall. The school's decision to focus on developing pupils' literacy skills through a specific programme of teaching meets their needs very well and progress is quickly made, particularly with reading. Throughout the school, staff have high expectations and promote equality of opportunity for all very well. A very good range of teaching methods is used to sustain the pupils' interests and make their learning fun. There is some excellent teaching in music. Teaching assistants make a very positive contribution to the pupils' learning and the standards they achieve. However, in two lessons, their deployment was not fully effective and learning became unsatisfactory. The work of bilingual staff is very effective in encouraging pupils' development and use of English.

Staff have developed satisfactory links with parents and good links with the community. The curriculum is generally very good with particular strengths in the provision for pupils with special educational needs, extra-curricular activities and pupils' personal, social and health education. Staff work hard to ensure that pupils are all included, well cared for and feel supported. Pupils' views are taken into account through, for example, the school council and they contribute well.

LEADERSHIP AND MANAGEMENT

Leadership of the school is good and management is very good. The acting headteacher and governors have a clear vision of how the school should develop and are fully committed to running a school where all pupils are included and helped to develop well, both academically and socially. The potential difficulties arising from changes in staffing over the last couple of years have been managed well but this has affected the school's ability to appoint leaders in some subjects. Senior managers have successfully developed provision up to Year 6 since the last inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly all parents have positive views about the school. They believe that the school is well led and managed, teaching is good and their children make good progress. A few have expressed concerns and the school is well on the way to dealing with these. Nearly all pupils like school and think lessons are interesting. Teachers listen to their ideas and encourage them to work hard.

IMPROVEMENTS NEEDED

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

- Develop the provision for religious education.
- Review the deployment of teaching assistants.
- Appoint subject managers for religious education, geography and design and technology.
- Improve the quality of information to parents and develop ways of seeking their views.

and, to meet statutory requirements:

- Provide a daily act of collective worship.

- Ensure that all the required information is provided in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve very well and by the time they leave school have attained standards which are above average in English and well above average in mathematics and science.

Main strengths and weaknesses

- Pupils achieve very well throughout the school because of the high quality teaching and their very good attitudes to learning.
- In the 2003 national tests, pupils in Year 6 reached above average standards in English and well above average standards in mathematics and science.
- Standards of pupils in the current Year 2 are higher than those in the last Year 2 cohort.
- Pupils with special educational needs achieve very well because their needs are identified early and very good quality additional support is provided.
- Pupils who speak English as an additional language achieve very well and reach good standards in line with their levels of English acquisition.
- Higher attaining pupils usually achieve well.
- Standards in religious education are not as high as they should be.

Commentary

1. On entry to school, children's attainment is low. This is because some children have not experienced playing with other children in a more formal setting and most speak little or no English. Due to the very good teaching overall and provision of a broad and interesting curriculum, most children achieve very well. Staff focus on developing their personal and social skills and on encouraging communication in English and their home languages. Progress is very good so that by the time they enter Year 1, most children are confident and familiar with the school's expectations. Although some reach the national standards expected for their age in all areas of learning, a significant number need more time to develop their understanding and use of English. This means that many enter Year 1 with skills in speaking, reading and writing which are below average. In other areas of learning, they reach average standards apart from in their personal, social and emotional development which is above average.

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

Standards in:	School results	National results
reading	16.0 (17.6)	15.7 (15.8)
writing	13.5 (14.8)	14.6 (14.4)
mathematics	14.8 (18.2)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. Attainment in the 2003 national tests for pupils in Year 2 was average in reading and well below average in writing and mathematics when compared with pupils in all schools. These results were lower than those in the previous year and reflect the high number of pupils with special educational needs and those at the early stages of using English as an additional language. When compared with schools with a similar number of pupils receiving free school meals, they attained well above average standards in reading, above average standards in writing and average standards in mathematics. Teacher assessment in science indicates that pupils attained below average standards. In response to the changing needs of their pupils and these test results, staff have focused on developing pupils' oracy skills. This is proving to be very

successful and there are signs that pupils in the current Year 2 have achieved very well and are likely to reach standards above those seen in the 2002 cohort. Pupils achieve particularly well with their speaking, listening and reading and this supports the progress they make in other subjects.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.9 (26.3)	26.8 (27.0)
mathematics	28.8 (25.4)	26.8 (26.7)
science	30.8 (28.6)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Attainment in the 2003 national tests for pupils in Year 6 was above average in English and well above average in mathematics and science when compared with pupils in all schools. These results show an improvement from the previous year in all three subjects. When compared with schools with a similar percentage of pupils receiving free school meals, they attained very high standards in English, mathematics and science, placing them in the top five per cent of schools. This reflects the very good provision that encourages pupils to achieve very well and the confidence that pupils develop as they move through the school. The school was a few percentage points short of meeting its challenging targets for English and mathematics in 2003.
4. Evidence from this inspection shows continued improvement with most pupils achieving very well. In the current Year 2, pupils are likely to achieve above average standards in speaking, listening, reading, writing, mathematics, science and information and communication technology by the end of the year. Those in Year 6 are also achieving well but a significant number in this year group have specific needs which suggests that standards will be slightly lower than those of the last Year 6 cohort. Currently, they are attaining above average standards in English, science and information and communication technology and well above average standards in mathematics. Although standards in the limited sample of work seen are broadly similar to those expected in the locally Agreed Syllabus for religious education, discussions with pupils indicate that there are gaps in their learning and standards overall are not as high as they should be. This is mainly because the curriculum is not fully developed and insufficient time is given to teaching the subject. Pupils achieve well in art and design and very well in music and this supports their overall creative development.
5. No significant difference was noted in the achievement between boys and girls during the inspection although there have been some differences in the Year 6 national test results. For example, over the last three years girls did better than boys in English, mathematics and science. However, with relatively small cohorts such as those found in this school, this sometimes changes from year to year. For example, in the current Year 3, girls did better than boys in writing and boys did better than girls in mathematics. There was little difference between them in reading.
6. Pupils of higher attainment are well challenged and the setting in literacy helps teachers to focus work at the correct level according to prior attainment and use of English language. The school is continuing to develop its provision for gifted and talented pupils and their needs are currently met appropriately. Pupils with special educational needs make very good progress in relation to their ability and sometimes achieve average standards by the time they leave school. Their standards in reading are particularly good. This in itself is very good as pupils frequently enter the school with low attainment in communication, language, literacy and mathematics. These results also show how the support provided by grouping pupils of similar ability provides a good basis for their learning thereby enabling them to make very good progress.

7. From the information provided by the school and through observation and discussion with pupils, it is clear that there is no significant difference in the achievement of pupils from various minority ethnic groups. Because of the excellent focus on inclusion, all pupils have access to a stimulating curriculum which meets their needs and helps them to achieve very well. The progress in English language development made by pupils who speak English as an additional language is also generally very good and they achieve very well. The school's focus on oracy is effective in helping all pupils to succeed but particularly those at the earlier stages of learning English when they need to listen carefully and practise their speaking skills. The school is also very effective in ensuring pupils use a wide range of rich language, particularly those pupils who are bilingual.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their learning are excellent. Their relationships with each other and with adults, their behaviour in class and around school are all very good. Provision for their personal development is also very good overall.

Main strengths and weaknesses

- The school gives very good support to pupils so they feel able to succeed.
- The school encourages good attendance and most parents respond well by bringing their children regularly to school on time.
- Pupils like their school and take a full part in all that it offers.
- Pupils are normally interested in, and excited by, their work and are keen to achieve as well as they can.
- Playtimes are friendly and safe and, overall, pupils' behaviour is very good.
- Pupils are surrounded by caring adults with high expectations and they respond very positively.

Commentary

8. Pupils' attendance has improved significantly since the last inspection. The good level of attendance reflects the effectiveness of the school's policies to promote high attendance and the efforts parents make to ensure their children attend and arrive on time. The school's figures compare favourably to the national averages. Registration is carried out promptly and efficiently at the start of each session and few pupils arrive late.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.2
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.

9. Pupils' attitudes to learning are excellent by the time they leave school. Both parents' and pupils' questionnaires revealed that pupils like school and think that lessons are interesting. Children in the nursery and reception class learn the routines of school life and gain the skills to work together very well. As a result, they are likely to surpass the national standards expected for their age in personal, social and emotional development by the time they enter Year 1. Most pupils are very enthusiastic learners and show significant interest in the range of activities provided for them. They also show a good level of enterprise and take responsibility for their own learning and helping others. Most pupils with special educational needs show very good attitudes to their learning. This has a positive effect on the progress they make.

10. Pupils' behaviour is mostly very good. Teachers have very high expectations of good behaviour and pupils move sensibly around the school. Pupils with special educational needs behave well because staff consistently have very high expectations of their behaviour. Where a pupil occasionally displays inappropriate behaviour, teachers continue to insist on high standards of behaviour and remain very calm throughout their negotiations with pupils. This results in improved behaviour patterns. In a very few cases this does impact on the learning of others. There have been no exclusions in the year prior to the inspection. All staff are constantly seen to be reinforcing the values of fairness and respect for others. There is no evidence of oppressive behaviour, harassment or racial tension.
11. Teachers and learning support assistants act as very good role models and all who work in the school show a sincere respect for all pupils. This, in turn, encourages pupils to show respect for the feelings and values of others. Relationships between all members of the school community are very good. All pupils are encouraged to express their opinions and do so confidently. Teachers actively encourage pupils' self-esteem by valuing their ideas and viewpoints. Pupils enjoy school and show this by revelling in the opportunity to share their enthusiasm with adults. Pupils have limited responsibilities, but carry these out sensibly and effectively.
12. Assemblies develop pupils' moral and social awareness well through the nature of the discussions held. Their spiritual awareness is also developed well through music, which has a high profile in the school, and through art and design and literacy, where pupils are given opportunities to develop their creative skills. Groups from within and around the area come and talk to the pupils to reinforce relevant aspects of the curriculum. The school has successfully extended the cultural awareness of the pupils into a greater appreciation of the arts particularly through the different visiting theatre groups and through educational visits to places of interest. Sporting activities are also encouraged and a number of events take place after school. Pupils are keen to participate in them. Overall, pupils are well prepared for life in a multi-cultural society through the activities provided in school and through the expectations of staff who ensure that all cultures are valued and respected.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good overall and pupils are supported well through experiencing a very good curriculum and very good levels of care. Links with parents are satisfactory and links with the community are good.

Teaching and learning

Teaching and learning are very good overall.

Main strengths and weaknesses

- Teaching and learning are very good overall, although some unsatisfactory teaching was seen in Year 1.
- In nearly all lessons, teaching assistants support the pupils very well and help them to make very good progress.
- Bilingual staff use their skills well to develop pupils' oracy skills in both English and their home languages.
- Staff have high expectations and provide appropriately challenging work which ensures that pupils of all abilities achieve well.
- Staff use their knowledge of the pupils, gained through thorough assessment, to plan work which ensures they are able to succeed.
- Expectations of pupils' behaviour are high and pupils respond well. This helps to create an excellent ethos for learning.

- The expertise of specialist teachers in music and physical education is used well to provide interesting and challenging work.

Commentary

13. Most pupils make very good progress throughout their time in school and achieve very well. This is because of the very good overall quality of teaching and provision of a very good curriculum. The chart below gives an outline of the quality of lessons seen during the inspection. Teachers demonstrated a consistent approach to teaching based on a very good knowledge and understanding of the school's policies, procedures and expectations. Teachers generally use the expertise of teaching assistants very well in lessons and this enhances pupils' learning. Two lessons in Year 1 were unsatisfactory as the support and teaching were not sufficient to maintain the pupils' interest, pace of learning and good behaviour.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	22 (49%)	18 (40%)	1 (2%)	2 (4%)	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

14. Teachers' planning is generally very good and a significant feature of the best lessons. Most teachers have a clear idea of what they want pupils to learn and share that with them at the start of the lesson. They provide appropriate support and challenge, which ensure that pupils of all levels of attainment maintain a good pace in their learning. They use assessments of pupils' work well so that the activities provided build systematically on prior learning. The decision to focus on developing pupils' oracy skills and providing a literacy programme aimed at meeting their needs has resulted in work which is particularly effective in raising the levels of achievement for pupils who speak English as an additional language. Pupils' needs are very well assessed and this helps them to be placed in groups of pupils working at similar levels. Consequently, the work is closely targeted to their specific needs and more readily helps them to progress. Movement between the groups occurs as pupils' needs change and their skills develop.
15. Similarly, pupils' needs are well met in mathematics through the careful planning of lessons which ensure that the tasks set are appropriate for pupils of all abilities. Lessons are interesting and the work builds systematically on what pupils have learnt previously. This results in good progress. Teachers are effective in developing the pupils' mathematical thinking by asking them appropriately challenging questions and getting them to explain how they arrive at the correct answers.
16. Teachers and support staff are particularly effective in using a wide range of teaching methods that stimulate the pupils' interests and help to raise standards. Lessons are frequently built up of short sessions with input from the teacher, work from the board or a book, individual reading or writing and questioning and speaking, usually between pupils. The latter is used very well as a way of encouraging pupils to develop their communication and thinking skills and use of language. It is a key aspect in developing pupils who leave the school confident in their abilities and able to communicate clearly and effectively with adults and each other.
17. The quality of relationships between staff and pupils is very good. This has a significant influence on how staff successfully manage the pupils in their care. Teachers are very encouraging and supportive, which results in pupils becoming confident in their abilities and aware of how they can help each other. Staff have consistently high expectations of behaviour

and pupils respond well to these as they know what is expected of them. Because they know that staff value their successes, pupils are keen to show what they can do, as witnessed when Year 6 pupils asked their teachers to listen to their performance in a music lesson.

18. Teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can. Some are also effective in indicating through their marking how pupils can improve their work. Provision of homework is good by the time they reach the junior part of the school. It supports the work done in school and prepares pupils well for their secondary education.
19. The school has a specialist teacher who teaches music to all pupils, takes upper and lower school singing sessions and operates two singing clubs. Her expertise is used particularly well to plan work which reflects the requirements of the National Curriculum and maintains the interests of the pupils throughout the school. Pupils are very keen to participate and respond very well to her enthusiastic teaching. A physical education specialist also works well with the school co-ordinator and teachers to develop the curriculum and improve the quality of teaching and learning. This is bringing about higher standards. Both specialist teachers are contributing very well to the development of the school and are providing good value for money.
20. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met very well within mainstream classes. Teachers and support staff are particularly effective in ensuring their very good participation in lessons by ensuring that they fully understand new vocabulary and are able to ask and answer questions. Bilingual staff work very well with those at the early stages of learning English and encourage them to develop their skills through teaching in both English and their home languages, when appropriate. This results in pupils making very good progress in terms of developing their confidence to speak in English and in acquiring a good range of vocabulary. Those pupils who are fluent in English are encouraged to develop the richness of their vocabulary, for example, when writing both in English lessons and in other subjects. Pupils from minority ethnic groups and people of different faiths and backgrounds are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their abilities. Staff are sensitive to the needs of such pupils and value the diversity within the school. This was seen, for example, when a teaching assistant described some of the beliefs of Muslims from her own personal experiences. Pupils were interested and responded well, recognising some of the differences and similarities between faith groups.
21. The school has improved its work with higher attaining pupils and is developing its practice for those that are gifted and talented. Within the setting arrangements for literacy, pupils of higher attainment were seen being well challenged. Teachers have consistently high expectations and set work which interests the pupils and encourages their thinking. Teachers are also aware of differences that may occur in the responses and learning of girls and boys so use a wide range of methods to ensure that all are included and interested.
22. Teachers' planning ensures that activities are very well matched to individual pupils' needs and this helps them to develop their basic skills well. Teachers use highly effective questioning to enable pupils with special educational needs to participate fully in lessons and make good progress. The expertise of support staff is generally used well by class teachers and as a result they also contribute to the progress pupils make by helping them to concentrate fully on their work and contribute to discussions. However, further training is required so that all support staff function at the same level.
23. The school's assessment arrangements for pupils with special educational needs are very good and pupils' individual progress is carefully tracked each term. This means that pupils' Individual Education Plan targets are closely matched to their specific needs. As a result teachers are clear about what pupils need to learn to improve. Involvement of pupils in the process ensures that they also understand how they can improve.

The curriculum

Overall, the school provides a very good and generally well-resourced curriculum which offers a wide range of learning opportunities very well suited to the needs of all pupils. Pupils' learning is effectively enriched by the school's extensive range of additional activities which maintains pupils' interests, makes learning enjoyable and stimulating and prepares pupils very well for secondary education.

Main strengths and weaknesses

- Planning is very good across the curriculum, with well-developed links across subjects.
- Provision for pupils' personal development is very good.
- Provision for pupils with special educational needs is very good.
- Provision for pupils whose first language is not English is very good.
- There are no subject managers for design and technology, geography and religious education which is impacting on curriculum development.
- Although there have been improvements in the accommodation since the last inspection, the outdoor provision for the reception class needs developing further.

Commentary

24. The breadth of the curriculum offered to pupils across the school is good overall and meets statutory requirements. The curriculum is very well planned to ensure that links with other subjects are made and brought alive for pupils wherever possible. The school provides very well for pupils' personal, social and health education as an individual subject and within the full curriculum. The English curriculum is particularly effective because it focuses on developing pupils' confidence and use of language which contributes strongly to the good standards achieved. This innovative approach ensures very good learning for all pupils. Governors have debated at length the key issue regarding collective acts of worship identified at the last inspection and have elected to adopt a humanistic approach. Whilst assemblies still do not meet statutory requirements, those observed during the inspection contributed strongly to the development of pupils' spiritual, moral, social and cultural development and provided good opportunities for pupils to experience being part of the school's community.
25. Teachers and support staff are aware of the needs of all pupils identified as requiring additional help and plan accordingly. This enables them to be fully involved in lessons and achieve very well. All contributions made by pupils are very highly valued by teachers which develops pupils' confidence and self-esteem very effectively. Individual learning plans are well written with clear and measurable targets and work is appropriately varied to cater for individual needs. The school works effectively with a wide range of external agencies, including specialists who support pupils with special educational needs and those whose first language is not English so that very good progress is made. The school also takes appropriate account of pupils who are gifted and talented by offering them work that is appropriately challenging and by expanding their thinking skills so that they achieve well.
26. The school enriches the curriculum and enlivens pupils' experiences by providing a wide range of additional activities and clubs both within school time and, to a lesser extent, after school. Visitors to the school further enhance pupils' learning. Good attention is paid to developing pupils' experience and skills in sports through links with other local schools. The school uses the local environment and that further afield very effectively, including opportunities to take part in residential visits for older pupils. All these activities encourage pupils' social development and introduce them to experiences which they might not have had previously.

27. Staff ensure that pupils are very well prepared for transfer to secondary school. Good staffing and curricular links are made with receiving schools so that pupils quickly feel secure. The good provision of homework in Years 3 to 6 also ensures that pupils become aware of the expectations that will be placed on them with regard to independent learning and meeting deadlines.
28. Support staff are plentiful and the school has an appropriate number of teachers to support the curriculum. All staff work very well together as a team. This ensures that teaching is effective. Resources for learning are good overall and well used by staff. However, the outdoor equipment for pupils in the reception class is limited so children do not have sufficiently rich opportunities to develop creative and physical skills in the open air.
29. Accommodation is only satisfactory now that the school has pupils in Years 4, 5 and 6. The school hall is too small for gymnastics and dance and whilst all staff make the most of the situation, the current arrangements are unsatisfactory. This impacts on the school's ability to be more innovative with curriculum development; for example, in physical education and drama. The library is small but generally well stocked with an appropriate range of books to support the planned curriculum. However, it does not provide well for whole class lessons because of its small size. The computer suite is now spacious and well developed and meets the needs of the curriculum very well. The school has plans to develop the accommodation and resources and has reserved sufficient funds to complete the work.

Care, guidance and support

Staff care about the pupils and look after them very well. The school pays good attention to seeking pupils' views and acting on them. The advice, guidance and support given to pupils are very good. This is based on very good monitoring of their achievements and personal development.

Main strengths and weaknesses

- Pupils' interests are placed first so their needs are well met.
- Pupils have very good and trusting relationships with staff which helps them to feel confident about their learning.
- Teachers have very good procedures to tell them how well the pupils are getting on and use this information well to plan appropriately challenging work.
- The school attaches great importance to its responsibility for safeguarding its pupils.

Commentary

30. Pupils were bursting to tell inspectors how happy they were in school. It was evident that this had made them want to do their best. Teachers have very good ways of checking and recording what pupils have achieved and what they need to do next. Support is targeted effectively to help pupils build on what they can already do. Achievement and effort are recognised and celebrated, helping pupils develop the confidence to tackle harder work. Pupils with special educational needs are well cared for throughout the school and this helps them to achieve very well. They are fully integrated into all aspects of school life and are able to discuss any concerns they may have with teachers, support staff or lunchtime supervisors.
31. Pupils have no hesitation, and very good opportunities, to seek support from at least one adult in school who they trust and who knows them well. All those spoken to felt certain that no adult would ever dismiss or ignore a concern brought to them. Signals that might be conveyed, for example through lateness or irregular attendance are noted by vigilant staff and fed into the school's very good child protection procedures and anti-bullying strategies. Where there is any suspicion of bullying or racist behaviour, teachers respond quickly in establishing the facts, dealing with the problem and caring for those affected.

32. Five fully trained members of staff provide a very good level of first aid cover and expertise throughout the day. Pupils with medical needs are dealt with promptly allowing them to re-join their class quickly and focus on their learning. Swift action is taken to prevent and to remove any hazards as soon as they become evident and as a result, the school is a tidy and safe place in which to learn.
33. Pupils are learning to look after themselves by making decisions about the level of care they expect from the school. Their views on school improvement are actively sought and regularly forwarded through class representatives to school council. Pupils delight in seeing the ideas they have discussed at council meetings turn into reality. Playground monitors and new play equipment are two initiatives often referred to and much appreciated by the pupils themselves.

Partnership with parents, other schools and the community

Overall the school has established a satisfactory partnership with parents, however some of the written information they receive could be improved. The good links with the local community and other schools support learning and achievement well.

Main strengths and weaknesses

- Although the school is already doing well on most aspects a few parents would like to see staff respond more carefully to their requests for information.
- The school does not do enough to get across to parents that their children are happy, settled and making very good progress in their learning.
- Parents provide good support for their children in valuing their education.
- Good links have been developed with the local community.

Commentary

34. The very good assessment procedures support the well-informed feedback parents receive from face to face meetings with staff. There are good opportunities for these before and after school. Parents value education highly and this helps their children form the excellent attitudes they have towards schoolwork. Parents, who wish to, make a good contribution to their children's learning by regularly listening to their reading and making an effort to find out more about how the school operates and how their children learn.
35. A few parents do not find the school particularly welcoming or friendly in its approach to them. Although their criticisms are largely unjustified, the evidence is that most written communication is in English, in formal style, without the benefit of photographs, pictures, colour or accompanying audio. However, the reverse is true of the displays and notices around the school. These are much more attractive and easier to understand. Taking into account that Sylheti is the main language spoken by parents, much of the written information is too formal to be relevant to all its target audience. This means parents are not always sufficiently encouraged to become involved in the initiatives designed to support them and some, like the mother and toddler group, are then short-lived. Parents do however take notice when the messages from the school are clear and uncompromising. The firm guidance they receive on attendance matters has led to fewer pupils going on holiday in term time.
36. The school has established very effective links with the parents of pupils with special educational needs. The views of both parents and their children are actively sought through regular meetings with teachers and the special educational needs co-ordinator so that parents are kept fully informed about the progress their children are making.

37. Reports on the pupils' progress over the year meet statutory requirements. They form a sound basis for discussion at consultation evenings, through interpreters where needed. Parents whose children have special educational needs are kept fully informed about their progress and are consulted about the Individual Education Plans. Despite the school having no formal procedures to monitor the level of parental interest in its work, the procedures for dealing with parental complaints are good, well-publicised and translated into home languages in the school's prospectus and new web-site.
38. The governors' annual report to parents, although in the main complying with statutory requirements, misses the opportunity to celebrate the good progress made by the school since it was last inspected. Because of their closer involvement, some of the older pupils know more about the strengths of the school than their parents do. Much of the good work done in school goes unnoticed. Understandably, few get to know about the caring and sensitive support that certain staff give to individual families in personal crises. The school devotes much time and effort into meeting the needs of all parents by, for example, lending its support to the before and after school care facilities. There are good systems to help settle new pupils into school and to help parents make informed choices on secondary transfer. Good links have been forged with other schools in the area, allowing staff to share expertise, and pupils to take part in sporting activities. The pupils' learning in English and information and communication technology is developed well when they work with a local newspaper and people from a local company help pupils with their reading. The school is viewed very positively by visiting educational professionals who are impressed by the good working relationships they have with the staff.

LEADERSHIP AND MANAGEMENT

The management of the school is very good. The leadership of the headteacher and other senior managers is good. Overall, the governance of the school is satisfactory.

Main strengths and weaknesses

- The good leadership of the headteacher and other senior managers ensure that the school is striving to do better.
 - The excellent ethos of the school reflects the staff's total commitment to inclusion.
 - The very good management has ensured that the school continued to improve during a period of transition and uncertainty with regard to permanent posts for the headteacher and deputy headteacher.
 - There have been improvements in the role of the governing body since the last inspection and many aspects of their work are now good. However, they fail to meet all of their statutory duties.
 - Support for staff is generally very good and helps them to improve their practice.
39. Almost all parents, who replied to the questionnaire, agreed that the school was led and managed well. Leadership is effective across the whole school. There is a drive for improvement and a clear sense of direction. Staff work closely as a team, sharing a common sense of purpose and with relationships characterised by mutual respect. This is reflected in the school's excellent ethos where everyone is encouraged to listen carefully to other points of view and there is full commitment to the achievement of high standards. The school regularly reviews its performance and systematically evaluates the effectiveness of policy and procedures. The National Curriculum test results are analysed and the information gained from this and other aspects of monitoring is used to ensure that further improvements are carefully planned.
40. Resources are used effectively to ensure that all pupils are supported well and encouraged to succeed. In nearly all of the lessons seen, pupils participated fully in their learning. Teachers' planning ensured that pupils could easily use the knowledge and skills required, to take their learning forward. Leadership and management of special educational needs are very good.

The co-ordinator liaises effectively with staff to ensure that pupils receive appropriate levels of support so that they can make very good progress in their learning. The resources to support pupils who speak English as an additional language are also well managed and all staff are clear about how they can help to develop the pupils' understanding and use of vocabulary.

41. The school is efficiently organised and is managed reflectively; informed by good management practice. Essential functions are well structured and this results in procedures that are not unduly bureaucratic. All teachers are clear about their roles, responsibilities and personal objectives, and have ready access to guidance, support and relevant training. Senior managers need to ensure that appropriately experienced teaching assistants are deployed to support inexperienced teachers, in order that the pupils can learn more effectively.
42. Finances are managed efficiently and effectively, with best value principles applied when considering financial expenditure. The substantial carry forward in last year's budget has been largely allocated to the planned improvements to the school hall and for replacing the air conditioning system.
43. Governors have developed their roles well since the last inspection and, although several are new, have a good range of experience and understanding. They are now more involved in the monitoring and evaluation of the school and clear about the school's strengths and areas for development. The governors have a very clear commitment to the success of the school and have a good understanding of what can be achieved. They are supportive of the staff in their work and are appropriately challenging in the development and improvement of the school. Governors have agreed to a humanist approach to daily acts of collective worship for the best interest of the school, considering that this will impart the same ethos and values as being 'broadly Christian'. This does not have a negative impact on pupils' achievement or learning but means that the school is not complying with the statutory requirement.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,086,463
Total expenditure	859,617
Expenditure per pupil	3,705

Balances (£)	
Balance from previous year	152,584
Balance carried forward to the next	226,846

EXAMPLES OF OUTSTANDING PRACTICE

Example of outstanding practice

A small group of nursery children with little or no English took part in a music session taught by a specialist music teacher and bilingual assistant in order to enhance their involvement and creative development.

Initially, several of the children were very reserved and it was solely due to the enthusiasm of the teacher and the skills of the bilingual teaching assistant that they became thoroughly involved and enjoyed this session. The lesson was particularly effective as the children began to understand more and more of what was expected of them. The teaching assistant clearly interpreted what the teacher was saying so the children's learning developed very well both through the use of English and their home language. The teacher also used actions as well as speech to demonstrate what she wanted the children to learn and followed this with action songs which helped the children to remember the words. They responded well to the music by moving around as 'elephants', 'kangaroos' and 'fish'. Their confidence grew very quickly because both adults gave constant support, guidance and praise. Their language was further developed as they learnt the names of musical instruments and were asked to repeat them whilst playing. Teaching was very well developed as the session was broken into short activities which maintained the children's interest very well. Teaching was inspiring for a group of children who do not readily respond to this type of activity and through the medium of music began to communicate and become

very involved and active learners. They achieved very well.

Example of outstanding practice

A Year 6 music lesson taught by a specialist music teacher and teaching assistant to pupils from a range of minority ethnic groups, most of whom speak English as an additional language.

The teacher's excellent knowledge of the subject was used very well to plan work which captured the pupils' interest and built very well on their previous learning. The lesson focused on developing the pupils' skills of composition and performance using the song *Linstead Market*. Because the pupils were so interested in their work, behaviour and attitudes were very good and helped to support the excellent learning that took place. Pupils quickly organised themselves into three groups. One group created a simple ostinato using maracas, another accompanied by playing xylophones and the third improved their singing and developed actions to support the performance. Very quickly each group developed a polished performance because relationships were excellent and their skills of independent learning high. The support and enthusiasm given by the teacher and teaching assistant were key factors in the continued improvement as pupils gained in confidence and agreed how they could improve their work. They shared tips for dampening the xylophone notes at the end of the piece, improving their diction and holding the maracas. The ease with which the pupils achieved this task belied the significant effort put in by the teacher. Her teaching was stimulating and constantly challenging as she clearly knew what the pupils could achieve. The pupils were so pleased with their efforts that the final high quality performance took place before their class teachers who they saw passing the room and asked to come in. Such was their excitement and enthusiasm with the activity. All pupils achieve very well.

Provision for pupils with English as an additional language

Provision for pupils from minority ethnic groups and those speaking English as an additional language is very good.

Main strengths and weaknesses

- The use of bilingual assistants is very effective in developing the pupils' skills of communication.
- The school's focus on the development of oracy and literacy is significant in raising levels of achievement for pupils learning English as an additional language.
- Pupils from minority ethnic groups are well supported and feel part of the school community.
- Links with the community are good.

Commentary

44. The major focus for the school are the development of pupils' oracy, literacy and numeracy skills within the context of a broad and interesting curriculum. Staff have a very flexible approach and show an ability to be innovative in order to support the pupils well. Literacy sessions are taught at the same time from the reception class to Year 6 and pupils are grouped according to their needs. This is very effective for pupils who speak English as an additional language as the school is able to make best use of their support staff who frequently teach small groups of pupils. Liaison between staff is very good so all are clear about their roles, and regular discussions about how the pupils are getting help to ensure that pupils are placed in an appropriate group.
45. The needs of pupils at the early stages of learning English are particularly well met through the support of bilingual staff who encourage learning in both English and their home languages. This is particularly important in the nursery where the use of a familiar language helps the children settle more quickly in school. Staff work alongside each other developing a good balance between the use of English and, for example, Sylheti. This helps children to understand unfamiliar words quickly. Stories are also told in the two languages and this encourages even the youngest children to become involved.
46. The management of provision for pupils who speak English as an additional language is very good. Resources are appropriate and well-directed and specific funds used appropriately. Staff

are well managed and offer very good quality support, thus providing good value for money. Regular assessments of pupils take place and the information gained from these are used well to ensure that pupils' needs are well met. All these features contribute to the very good provision which results in pupils leaving school confident in their abilities and able to communicate with their peers and adults well. Most pupils achieve very well.

47. The excellent ethos of the school is one where all are valued, and the diversity of cultures and ethnic groups represented in the school celebrated. Work during Black History Month reflects this commitment. Staff are aware of the few pupils in various minority ethnic groups and provide very good support so they feel part of the school community and participate fully. This was reflected in the comments provided by parents, many of whom think this is a particular strength of the school. Whilst inspectors think that the school has good links with the community a few parents would like to see this improved further and, for example, the school campus used for community activities. Overall, because the central aim of the teaching is to meet the needs of all pupils in order that they achieve as well as they can, pupils from different ethnic groups are well provided for. No significant differences in attainment are evident and most pupils achieve very well.
48. The school meets all statutory requirements for promoting racial equality and good race relations. A new policy on these areas was developed last term and presented to the whole staff together with a substantial training programme. There is a post holder with particular responsibility for this area within the school and she has a clear and appropriate plan of action which has ensured that staff, pupils, parents and governors are aware of the school's commitment. Following a session from a visiting theatre group which raised pupils' awareness of racism, they produced a poster 'What is Racism?' which now appears in each class. Pupils have a good understanding of the issues and those in Year 6 have produced a helpful list of 'Suggestions to help with inclusion' which include, 'respect people' and 'play with others'. Racist incidents are infrequent, recorded appropriately and seen as a very serious misdemeanour.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision has improved significantly since the last inspection and practice in the nursery and reception class is still developing. Teachers and support staff are reflective in their work and continue to adapt the curriculum and their methods of teaching, when appropriate, in order to meet the changing needs of the children. At the time of the inspection, some children were attending part-time in the nursery and others full-time in both the nursery and reception class. In response to this, leadership and management of their introduction to school and learning were good. Staff have developed a good induction programme which catered for the needs of children, some who were barely three years of age and most of whom spoke very little or no English on entry to school. Planning is good because it clearly covered all areas of learning and made good links between subjects. Accommodation has been developed since the last inspection and there is still more to do to improve the outdoor provision, particularly for the reception class. All staff assess the children's learning on a day-to-day basis through careful observations and use this information to build up an individual profile of learning for each child. Liaison between the nursery and reception class staff is good and helps to ensure a good curriculum across this stage of learning and good transfer from the nursery to the reception class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff have developed good relationships with parents and there is a good induction programme.
- The quality of teaching is very good.
- Children are encouraged to develop good behaviour, relationships and attitudes to learning.
- Children achieve very well and by the time they enter Year 1 have standards above those expected nationally for children of that age.

Commentary

49. Staff have developed good relationships with parents, who are encouraged to be involved in their children's learning. These good relationships, together with a good induction programme, which involves visiting the children's homes, help them to settle into school routines both part-time and full-time. A caring learning environment is created where children understand the structure of the day and by the time they enter Year 1, most are developing very good attitudes to learning. Children are also encouraged to play and work with each other and consequently are helped to develop very good relationships. Teachers and support staff pay particular attention to meeting the needs of those children who find it difficult to communicate with others and encourage interaction through activities such as the imaginative play area. Teachers and support staff make appropriate comments to encourage co-operation and children learn how to share and take turns. Children's skills are continually developed through the positive interactions between staff and children. The tasks provided ensure a good balance between teacher-directed activities and times when children are able to work without direct adult supervision. This develops the children's confidence and growing independence and initiative when they are presented with choices.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children receive a good range of activities which develops their speaking, listening, reading and writing skills.
- The quality of teaching is very good and helps children to achieve well.
- Children receive good support from the teaching assistants.
- Some children are not expected to reach the standard expected for their age by the time they enter Year 1.

Commentary

50. Most pupils achieve well and some are expected to reach the standard expected for their age at the end of the reception year. Others will not as insufficient time is available for them to progress from their low attainment on entry. Staff adopt a good range of strategies in the nursery to encourage the development of the children's oracy and literacy skills. Some good examples were observed when the teaching assistant was encouraging children to respond to a story by using English and their home language. This maintained the children's interest well. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the imaginative play areas. Most pupils make very good progress and have the confidence to speak with adults and each other by the time they are in the reception class. In this class, children are interested in books, handle them carefully and show enjoyment in a range of stories. They have regular opportunities to listen to stories and respond well. Children benefit from specific sessions when they learn the sounds that letters make. In one very good reception lesson, the teacher introduced the letter 'r' successfully and by the end of the session, each child had read and written three unfamiliar sentences. On entry to school, children develop their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. Teaching is good because it recognises the children's needs and is aimed at developing their skills in a challenging but supportive environment. Learning support staff use their expertise well to encourage responses from the children and develop their confidence and self-esteem.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children achieve well and reach average standards by the time they enter Year 1. A significant minority in the current reception class are likely to reach above average standards.
- A good range of teaching methods is used to maintain the children's concentration.
- A good range of activities reinforces the children's learning.
- Teaching is very good in the reception class as staff provide challenging work which meets the children's needs well.

Commentary

51. The children's mathematical skills and understanding are taught during specific sessions, and consolidated through daily play activities. Most children enjoy their work and respond well to the activities provided. A good range of teaching methods is used to develop their learning and also helps to maintain their concentration. For example, in the nursery, the children's skills of number recognition was developing well as they moved a vehicle along the road to stop outside each house with a number on it. The children were excited by this work and wanted to be involved. In the reception class, the teacher's enthusiasm transferred to the children who also became very excited about their learning. By the end of the lesson they were able to

make a number sentence by understanding what equals means and what the sign for 'take-away' is.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching is good and children achieve well.
- Children reach standards that are similar to those expected nationally for children of the same age.
- Good links are made with other areas of learning.

Commentary

52. Through speaking with the children and staff, looking at displays and looking at the teachers' planning, it is clear that children receive a good range of learning experiences and achieve well. Children in the nursery develop an understanding of their immediate environment when they go with an adult to post a card they have written in class. This also helps them to develop an understanding of alternative ways of communication and writing for different purposes. Children in the reception class enjoy making fruit salad and learn about the names and different tasting fruits. They also develop a good understanding of their immediate environment through a topic 'At Home' where they learn the names of different rooms and focus on their purposes. This is particularly good for developing the English vocabulary for those children at the early stages of learning English. Later, these children make their own houses after enjoying the story of Hansel and Gretel. This proves to be very interesting for the children as they try to join the biscuit walls together with icing sugar and decorate their house with a variety of sweets.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are satisfactory and children reach similar standards to children of that age nationally.
- The outdoor area has been developed for the nursery children and they develop their physical skills satisfactorily.
- Overall, the children's confidence is developed well through using a range of resources but children in the reception class have insufficient equipment to develop their physical skills outside.

Commentary

53. Children in the nursery receive regular opportunities to use a satisfactory range of small and large equipment both in the classroom and outside. They travel over, under and through climbing equipment with due regard for their own safety and the safety of others and follow instructions well. They enjoy using wheeled toys and move around the area having sufficient control to avoid crashes. Most quickly gain in confidence as staff encourage them to be adventurous and play with others. Although in the reception class teachers make the most of the equipment and accommodation available, children do have sufficient resources near to hand so that they can regularly develop their skills of climbing and balancing. The school has already identified this as an area for development and is working to improve facilities. Most of the older children develop a satisfactory sense of space and move around the school well with due regard for others, holding doors open when appropriate. Many can control a ball well with their feet and handle items such as cutlery, scissors, pencils and paintbrushes well. The younger children enjoy playing with malleable material and enjoy the shapes they make by

pressing objects into it. They use construction materials confidently and enjoy using objects when developing their small world play. Children in the reception class achieve well when they learn to sew due to the very good teaching which sustains their concentration and encourages them to succeed.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy their creative work and achieve well.
- Teaching and learning are very good and children reach the standards set nationally for children of their age.
- Good links are made with other areas of learning.
- Specialist music teaching is excellent and helps children to respond well and make very good progress.

Commentary

54. The children's creative skills are developed well through a range of activities which are linked successfully to other areas of learning such as knowledge and understanding of the world. In one lesson observed in the nursery, children worked well developing their understanding of spots and stripes after talking about wallpaper and how it was used to decorate rooms. This work was followed up well when a group of children used the computers. Because the work was challenging and expectations high, the children achieved very well both in their use of a computer program to create patterns using spots and stripes and also in the development and use of unfamiliar vocabulary. The very high quality teaching of the specialist music teacher was particularly effective in getting the children to respond in both a nursery session and one with reception children. The older children sang a good range of songs from memory displaying good rhythm and dynamics with most children confident enough to sing solo a song of their choice. Excellent relationships created an ethos of care and support together with high expectations, so children felt able to succeed. Children's creative development is further enhanced through the use of imaginative play areas.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are above average by the time pupils leave the school, because the quality of teaching is generally very good and as a result pupils achieve very well.
- The curriculum, including planning for the development of pupils' literacy skills across other subjects and the wider English curriculum, is very well developed and impacts strongly on pupils' achievement.
- Teachers have very high expectations which ensures that pupils behave well in lessons and demonstrate very positive attitudes to their learning.
- Teachers know their pupils very well and as a result planning is comprehensive and teaching meets the needs of all pupils well.
- Leadership and management of English are very good and support the innovative approach to developing pupils' skills in oracy and literacy.

Commentary

55. Overall, standards in English are above average across the school, although reading is stronger than writing. There are no significant differences between the attainment of boys and girls. Standards have fluctuated over the last two years because of whole class special educational needs profiles and individual pupil differences identified by the school's comprehensive assessment and tracking systems. To address this, the school has refocused the curriculum so that pupils' oracy is the main focus of teaching. This helps pupils develop outstanding confidence in using and applying language in speaking and in their writing. Pupils are taught from an early age that language is used to communicate information in all subjects which means that speaking skills are particularly well developed. Pupils whose first language is not English make very good progress in their acquisition of English language. The wider English curriculum is effectively developing pupils' basic literacy skills in many areas of the curriculum so that pupils make very good progress in their learning across the school. This has been achieved as a result of good subject knowledge, good management skills and a secure knowledge of how pupils learn. Staff work together in an open, honest and collaborative way. This approach ensures very good learning and achievement for all pupils.
56. The school places strong emphasis on developing pupils' speaking and listening skills and standards are therefore above average across the school. Significant time is given within lessons for whole class and group discussions and 'chat partners', This contributes strongly to the very confident attitudes pupils have towards using language as a means of expressing their ideas and feelings. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. As a result, pupils listen well to each other and their teachers and they are always prepared to try hard. Support staff are very skilled in ensuring that identified are helped to identify and use the language they need. This contributes to their progress in developing confidence in communication.
57. Standards in reading are above average at all stages. The school ensures that reading maintains a high status which is well supported by effective strategies for the teaching of both reading and spelling. Other aspects of reading such as the technical vocabulary associated with books are very effectively taught. There is excellent emphasis on the teaching of phonics (letter sounds) so that pupils develop a secure knowledge of their use in reading and spelling. Resources are plentiful and books are used well throughout the school so that most pupils read well. Higher attaining pupils make good use of expression and tone to bring meaning to their reading. Lower attaining pupils read appropriate texts well and make very good use of the strategies they are taught. They show confidence in sounding out unfamiliar words and demonstrate that they are making very good progress in learning letter sounds and names. The use of homework supports pupils' development in reading and spelling well.
58. Standards in writing are variable but generally above average by the time pupils leave the school. Pupils of all ages and abilities write confidently because they are taught well by teachers who have secure subject knowledge which they share with their pupils. However, whilst the richness of language shines through their writing, there are gaps remaining in pupils' basic spelling and punctuation, linked to their acquisition and understanding of the English language. This is preventing standards from being higher. Currently not all work is presented neatly with good attention to detail and handwriting is not yet taught consistently so that pupils' work shows a developing neat and cursive style across the school. This also impacts on the standards pupils achieve and the school has identified this as an area for further development.
59. Assessment procedures are used very effectively at whole school level and by class teachers which ensures that specific needs are identified and supported quickly as required. Planning and teaching are varied and well focused so that planned activities are very well matched to meet individual needs. Vertical setting for literacy lessons ensures that more able pupils, and those who have been identified as talented and gifted, are appropriately challenged through more advanced work which encourages them to think more deeply. Similarly, pupils with special educational needs are appropriately supported so that they make very good progress

overall and achieve well, sometimes in line with national expectations. Pupils are encouraged to evaluate their own work regularly and there are opportunities to evaluate each other's work. Teachers' marking helps pupils to understand how well they are doing and makes clear how they can improve their work. Pupils' targets are well used and ensure that pupils are involved in their own learning and parents understand how well their children are achieving. However, in lessons observed, teachers are not yet referring to these consistently during lessons so that targets are fully linked to the learning actually taking place.

60. English is a strength of the school. Pupils thoroughly enjoy their learning, make very good progress and attain standards that are above average by the time they leave the school. This is because very good teaching ensures that pupils can achieve well, whatever their level of ability. There has been good progress since the previous inspection because the school has developed and embedded a highly effective and flexible English curriculum for pupils in all age groups.

Language and literacy across the curriculum

61. Opportunities to develop pupils' basic literacy skills in other subjects are very good which also contributes to the quality of learning in these subjects. Within all subjects there is good emphasis on teaching vocabulary and developing pupils' ability to express their ideas through discussion. Planning for teaching and applying literacy across the curriculum is very good and teachers in all lessons have very high expectations of their pupils. As a result pupils read, write and speak confidently and the practice of these skills maximises achievement.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Good leadership and management of the subject have resulted in good improvements since the last inspection.
- Standards in the subject are above average.
- Pupils' enthusiasm for, and enjoyment of, the subject is evident and they achieve very well.
- Teachers' subject knowledge and the use of information gained from analysing test data are used well to plan lessons which challenge pupils of all abilities.
- Teachers' insistence upon effective understanding of mathematical language for all pupils particularly helps those learning English as an additional language.
- There is too little use of information and communication technology as a tool to support mathematical learning.
- Current good teaching practice is not currently being disseminated across the school.

Commentary

62. The quality of teaching for pupils in Years 1 and 2 is good and in Years 3 to 6 it is very good. This results in all pupils, including those with special educational needs, making very good progress during their time in school. The introduction of the National Numeracy Strategy and the use of support materials have brought continuity and progression to both teaching and learning for pupils from Year 1 to Year 6. The challenge of teaching pupils from Year 4 to 6, not present at the time of the last inspection, has been successfully managed. Pupils' attainment is above national expectations by the end of their schooling.
63. All lessons follow a three-part structure with mental skills being practised with great success and enjoyment at the start of lessons. In Year 6, the teachers' use of a variety of questions to

all abilities and the demand that all pupils explain their reasons for reaching their answers are particularly effective in developing pupils' mathematical thinking. Also, the teachers' insistence that pupils talk to them and other pupils about their mathematical experiences and reasoning is particularly effective in all lessons. This was seen in a Year 6 class where all pupils are given time to talk to their partners and explain how they have found the perimeter of a simple compound shapes.

64. Teachers' very good questioning techniques enable all pupils to participate in lessons. As a result, all pupils enjoy their lessons and show very good co-operation and behaviour. Girls and boys receive equal opportunity to show their abilities. With very good teaching and support from teaching assistants, pupils with special educational needs, lower-attainers and pupils with English as an additional language, make particularly good progress. Teamwork and understanding between teachers and their assistants are very effective, the mutual respect shown to each other providing an excellent model for pupils.
65. Significant features of the best lessons include pupils of all abilities being given searching questions, asked to explain their reasoning orally and given differentiated tasks. Teachers make specific reference to all pupils understanding the mathematical vocabulary to ensure that problems of language do not hinder a pupil's mathematical progress. Planning is very effective in such lessons, time is well managed and pupils at the end of lessons are asked to explain what they feel they have learned.
66. Leadership and management of the subject are very good. Aspects identified as needing improvement from the last inspection have been well addressed. Clear plans for future development are debated and all staff are consulted and kept well informed. Resources are good. Examples of very good teaching are present in school; opportunities for all staff to view this teaching are planned in the near future. Less well addressed is the use of information and communication technology as a tool to support mathematical learning.

Mathematics across the curriculum

67. This is well established and evident in the majority of subjects. For example, in science with the use of line graphs to measure varying heart rates when pupils carry out outdoor activities such as abseiling. Also in art and design with symmetrical designs, and the use of spreadsheets in a Year 5 information and communication technology lesson, where pupils enjoy selecting a three course meal from a pizza restaurant and use their mathematics to estimate costs which are then checked against the computer results.

SCIENCE

Provision for science is **very good**

Main strengths and weaknesses

- Pupils achieve well, are enthusiastic and enjoy science.
- Resources are good and science displays are of a high quality.
- The subject is well led and managed.
- Cross curricular links with information and communication technology are strong.
- Assessment of pupils' work is effective and the information gained from this helps teachers to plan appropriate work which builds on past learning.
- The quality of teaching in Years 3 to 6 is consistently good.

Commentary

68. Since the last inspection the good progress in this subject has been maintained. Pupils achieve well in both key stages. Pupils enjoy their science lessons and are enthusiastic about what they are learning. As a result, pupils generally achieve well in lessons. Pupils talk about their work with confidence. Younger pupils talked eagerly about their recent work on materials and said which ones could be easily bent, torn or twisted and went on to explain how they record their work. All pupils received the appropriate support, guidance and opportunities in order to progress in their lessons through a mixture of in class support and the effective marking of their work.
69. The quality of teaching in Years 3 to 6 is at least good, whereas in Years 1 and 2 it is more variable. The good teaching is characterised by enthusiasm for the subject, appropriate subject knowledge, high expectations, effective questioning, the rich use of language and proficient planning. As a result, most pupils respond quickly, evaluate what they have learnt, and make good progress.
70. Leadership and management of science are good. The co-ordinators are new to their role but they have received appropriate training and support from the school management team and from the local education authority. They work well together. They have analysed the results of the standardised test and are aware of the changes that need to take place in order to improve further. Assessment is well planned and staff have a very good understanding of individual pupils' progress. A well-attended science club is held for the older pupils and in the Spring Term this club becomes a booster class and helps pupils to prepare for their National Curriculum tests.
71. The science scheme of work makes very good links with information and communication technology. Resources are good, well maintained and managed, and are used effectively to support lessons. The science development plan addresses appropriate issues based on a sound understanding of the strengths and weaknesses in the subject. Displays of science around the school demonstrate the variety of work covered by the pupils, act as teaching aids and successfully combine commercially produced material and pupils' work. This helps to raise the profile of the subject and pupils' self-esteem.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Leadership and management of the subject are very effective.
- Teachers have good subject knowledge and use the resources well to support learning.
- Planning is effective and highlights the good use of information and communication technology in other subjects.
- Pupils are enthusiastic and eager to become more proficient in the subject.
- Greater use could be made of the school's resources to develop pupils' research and independent learning skills.

Commentary

72. Progress since the last inspection is very good. The implementation and regular use by all pupils of the school's well-resourced computer suite results in pupils having a regular programme of skills training. These skills are then put to good use in ICT lessons and in other subject areas. The use of interactive whiteboards is particularly effective and demonstrates teachers' continuing desire to improve their own teaching skills in this subject.
73. Standards in ICT are generally above average for most pupils. All staff have participated in extensive training, which is on-going. There is an eagerness among both staff and pupils to

improve the already good standards. Teachers make great effort to ensure that no pupil has difficulties with the technical language of the subject; a regular feature of all lessons is the chance for pupils to discuss and explain the meaning of specific vocabulary with teachers and each other. A particularly good example of this was seen in a very good Year 5 lesson where pupils discussed how to input data into cells and then use specific tools to arrive at correct solutions to mathematical problems.

74. Research into literacy and the humanities is less well used to expand pupils' understanding and overall subject knowledge. Computers in classrooms are also not adequately used to support learning, as with word-processing and modifying examples of writing or using computer technology to assist in mathematics. Some aspects of control technology are not as well developed as others.
75. Teaching is very good. Recent training has developed teachers' subject knowledge and confidence. This is communicated to pupils through teachers' enthusiasm, good planning and effective use of classroom assistants to help pupils with special educational needs and those speaking English as an additional language. Very good teacher demonstration from interactive whiteboards enables pupils to see what they are required to do to use their skills. Pupils' behaviour and participation are excellent with pupils showing a real desire to make the technology work for them.
76. Leadership and management of the subject are very good. Plans for the future expansion of teaching ICT are realistic. The school uses funding very effectively to ensure technological support is available to deal with breakdowns.

Information and communication across the curriculum

77. Pupils sometimes use ICT to good effect in other subjects; as in detailed investigations which Year 6 pupils create, using the technology to produce line graphs that measure heart rates when participating in abseiling and rock climbing. Also, Year 1 pupils show great imagination in using computers to produce designs combining rectangles and primary colours in the style of Piet Mondrian.

HUMANITIES

Inspectors saw two lessons in religious education, two in history and none in geography. Other evidence was gained through looking at teachers' planning and pupils' work. Insufficient evidence was available to make secure overall judgements on teaching, learning, achievement and standards in geography and history.

Geography

78. The school's curriculum plan shows coverage of the subject that meets statutory requirements. The school currently has no subject co-ordinator to monitor teaching and learning and ensure appropriate coverage and standards. The work scrutiny was limited to aspects of the subject displayed in school, such as maps and photos of the school in its local environment. These were of a good standard and used to help pupils appreciate the wealth of local geographical diversity in the surrounding area.

History

79. The high quality of displays are made up from a good mixture of pupils' own work, commercially produced materials and artefacts, which enhance the learning and demonstrate a good coverage of the subject. Teachers plan their history lessons well and have high expectations, ensuring that all pupils are included in learning and that they enjoy the subject. The rich language evident in lessons demonstrates that all pupils can fully access the subject material. The programme of visitors to the school, and trips, help bring the subject to life.

Religious education

The provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Currently, there is no subject manager to ensure sufficient coverage of the curriculum.
- Pupils' behaviour is very good because they are interested in what they are doing.
- Some enthusiastic and knowledgeable teaching was seen.
- Religious education is taught in a way that promotes respect and interest in different faiths and beliefs.
- Religious education makes a good contribution to pupils' personal development.

Commentary

80. Teachers' planning ensures that religious education is taught in line with the locally Agreed Syllabus and pupils are encouraged to develop an understanding of a range of different faiths and beliefs. However, insufficient time has been given to teaching the subject and so some parts of the syllabus are not covered in sufficient depth. Overall, the subject does not have a high profile in the school and there was limited evidence of work done by pupils. Also, there is no subject leader to ensure that provision is good and pupils are reaching the required standards. In the lessons observed, standards were broadly average but the lack of work seems to indicate that this is not the case for all areas of the curriculum.
81. Opportunities are missed to develop pupils' religious understanding during assemblies and a daily act of collective worship although their spiritual awareness is developed during assemblies and in lessons such as art and design, music and literacy. Within lessons, pupils are encouraged to understand and value the beliefs of others whilst acknowledging the differences and similarities between religions. This supports pupils' personal development very well.
82. In a good Year 3 lesson, the good planning, management and high expectations of the teacher resulted in a lesson where pupils achieved well when learning about the Pilgrimage to Mecca. The teacher and teaching assistant worked very well together as the latter explained the 'seven duties' and the teacher encouraged pupils to ask interesting questions to further their understanding. All pupils, but particularly those speaking English as an additional language, were well supported as the teacher identified unfamiliar, subject specific words that would be used in the lesson and ensured that all pupils understood their meaning. This resulted in pupils using the correct terminology in their work. Pupils with special educational needs were very well supported so they felt positive about recording their ideas. This lesson, whilst reflecting the locally Agreed Syllabus for religious education, also played a significant role in developing pupils' personal education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Inspectors saw one lesson in art and design and another in design and technology. Three were seen each in music and physical education. Other evidence was gained through looking at teachers' planning and pupils' work. Insufficient evidence was available to make secure overall judgements on teaching, learning, achievement and standards in art and design and design and technology.

Art and design

84. Teaching and learning in the one lesson observed were good so pupils achieved well. Lesson planning is very clear with good emphasis on the development of skills and planned activities which meet pupils' individual needs effectively. Very good links are made with literacy when pupils use their chat partners to discuss what they need to do next. Pupils showed good understanding of the principles of using clay. Links with their history topic on the Romans enlivened the lesson so that pupils clearly enjoy their learning. Teaching showed secure subject knowledge and high expectations regarding pupils' work and behaviour. There are good opportunities for evaluating their own work so that pupils' speaking and thinking skills are well developed.
85. Scrutiny of planning shows that provision in art and design is at least satisfactory overall. Pupils have access to the full range across the curriculum. Good attention is given to the development of specific skills and very good links are made with other subjects, including ICT. Use of sketchbooks is not satisfactory, however. Work is frequently undated with no annotation and limited marking. In some cases, work is little more than scribble. The school is fully aware of this and is already planning changes. Displays of pupils' work around the school are delightful and staff make the most of display space available. The subject has not had a high status recently and the acting headteacher is concerned to raise the status again. A co-ordinator has recently been appointed who is making a very good start in auditing and cataloguing resources and recognising that the scheme of work needs revising to meet the needs of the school's current population. Resources for art and design are good overall, including a wide range of posters by well known artists. Art and design contributes strongly to pupils' cultural awareness and development.

Design and technology

86. In the one design and technology lesson observed during the inspection, standards were above average because teaching and learning were very good, thus enabling pupils to achieve very well. Very good emphasis on the difference between designing and making and dismantling of existing puppets ensured good understanding of the making process which helped pupils plan well for their own puppet designs. Chat partners were very well used to rehearse ideas and evaluate their work. Pupils spoke confidently showing imaginative ideas and clearly enjoy their design and technology lessons. Literacy skills are very well developed when they use labels, write lists of materials they will need and instructions for the making process.
87. No work was available but scrutiny of planning shows that provision in design and technology is at least satisfactory overall. Pupils have access to the full range of the curriculum, including some cooking. Good links are made with other subjects, including ICT. The acting headteacher is aware that staff expertise is lacking although teachers' subject knowledge and confidence in teaching is satisfactory. Resources are generally good and meet the needs of the planned curriculum. There is currently no subject manager.

Music

Provision in music is **very good**

Main strengths and weaknesses

- Pupils achieve very well and standards by Year 6 are above average.
- The employment of an experienced specialist to teach the subject enhances overall provision and has raised the profile of the subject throughout the school.
- The organisation of lessons and extra-curricular activities are very effective and ensure that all pupils are fully included.

- Pupils behave very well and show much enthusiasm for the subject.

Commentary

88. The school has appointed a specialist part-time teacher who uses her excellent knowledge and expertise to plan and teach pupils in each class, develop pupils' singing skills and provide lunchtime clubs. Her enthusiastic style and very good relationships with the pupils ensure that pupils respond very well and music is seen as a popular subject.
89. Lessons are planned to meet the requirements of the National Curriculum but include a range of activities brought from the teacher's previous experiences in another country and also reflect the strengths of the teacher's own skills, particularly singing. Consequently, the curriculum is interesting and builds pupils' learning systematically as they progress through the school. This, in turn, helps pupils to acknowledge their achievements and raises their self-esteem. Many pupils are confident and enjoy playing and singing to a wider audience.
90. The teacher works well with teaching assistants, including those who are bilingual, so that the needs of pupils who speak English as an additional language are well met. Her choice of songs is instrumental in developing the pupils' understanding and use of language and her clear diction with additional demonstrations and actions help all pupils to understand what is expected of them. Throughout her teaching, expectations of work and behaviour are very high and most pupils respond very well to this. Lessons are such that all are fully included and able to participate well. Resources are shared well so each pupil has the opportunity to play specific instruments. Little work has been done to use information and communication technology to support pupils' learning in music.
91. Pupils with special educational needs are well supported and achieve well. Some need careful support to ensure they maintain their concentration over time and act sensibly throughout. This is given sensitively without disruption to the learning of other pupils. Higher-attainers are also able to develop their talents further, for example, through developing their singing in the lunchtime club. Once a week, the upper and lower schools meet separately for a singing session when their skills are well developed and they achieve very well. The choice of songs maintains their interests and is appropriate for their age and ability. Teaching is very good as they warm-up their voices, develop their skills and produce a polished performance of a good variety of songs. Music has a high profile in the school and is particularly effective in developing pupils' spiritual, social and cultural education.

Physical Education (PE)

Provision in physical education is **good**.

Main strengths and weaknesses

- The employment of experienced specialists to teach the subject helps to raise standards.
- Physical education lessons are organised well to ensure that all pupils are included.
- Pupils behave well and are enthusiastic about the subject.
- Generally, resources are good although the small size of the hall restricts activities.

Commentary

92. No lessons were observed in Years 1 or 2. The quality of teaching is consistently good across the other years. The specialist PE provider teaches lessons that are planned thoroughly and as a result, the pace of lessons is lively, pupils are consistently challenged and they develop their knowledge and skills effectively. Standards are above average. Teachers ask a range of effective questions, provide good demonstrations to model skills and coach pupils towards improving their expertise. Along with pupils, teachers dress appropriately for their lessons. All

pupils are encouraged to participate and improve their skills and, as a result, most pupils are highly motivated, make good progress and achieve well.

93. Due to the size of the hall, the range of the physical activities is constrained. The school is aware of this and is planning to enlarge the hall in the near future. Sufficient funds have been reserved to complete the work.
94. The subject leader is new to the role but is being ably supported by the local education authority. This is helping pupils to achieve well. The subject's profile is being raised, with more clubs being introduced and the development of the playground. It is planned that the co-ordinator will start monitoring lessons in the near future with support from the local education authority personnel. A transition from local education authority based staff to school based teaching of PE is planned to take place during the next year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. Overall provision for pupils' personal, social and health education and citizenship is very good. Staff see pupils' personal development as a very important part of their work. The programme for personal, social and health education is good and incorporates work on sex education, drugs and personal safety. Resources are good. Touring theatre companies are used to enhance the provision. The school council has a very high profile within the school and is considered important in developing pupil self-esteem and effective in developing their sense of citizenship. Two representatives from each year group from Year 2 through to Year 6, meet on a weekly basis to resolve and discuss any issues within the school, for example, for fund raising and for enhancing communication between staff and pupils. The co-ordinator has good subject knowledge and is monitoring development of the work appropriately.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	3
The effectiveness of the school's links with parents	4
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	3
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).