

## ERRATUM SLIP

### Lyon Park Infant School

**Unique Reference Number:** 101506  
**Contract Number:** 256812  
**Date of inspection:** 08/03/2004  
**Reporting inspector:** Cheryl Thompson

**INSPECTION REPORT** - the following table should appear in Part B of the report, in the section titled 'STANDARDS ACHIEVED BY PUPILS':-

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

Standards in:	School results	National results
reading	12.7 (14.1)	15.7 (15.8)
writing	12.7 (13.6)	14.6 (14.4)
mathematics	13.6 (15.6)	16.3 (16.5)

*There were 118 pupils in the year group. Figures in brackets are for the previous year*

# INSPECTION REPORT

**Lyon Park Infant School**

Wembley

LEA area: Brent

Unique reference number: 101506

Headteacher: Mrs Nicola Yudin

Lead inspector: Miss Cheryl Thompson

Dates of inspection: 8–11 March, 2004

Inspection number: 256812

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3–7
Gender of pupils:	Mixed
Number on roll;	374
School address:	Vincent Road Wembley Middlesex
Postcode:	HA0 4HH
Telephone number:	020 8902 5454
Fax number:	020 8903 9748
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Karsan Vekaria
Date of previous inspection:	16/11/98

## CHARACTERISTICS OF THE SCHOOL

Lyon Park Infant is a very large, four form entry multi-ethnic school. It serves the immediate neighbourhood which is a mixture of owner-occupied and multi-occupancy rented accommodation. There is a significant amount of short-term accommodation close to the school which is taken by refugees and/or asylum seeking families. Around a third of the pupils are of asylum seeking or refugee families and they tend to stay at Lyon Park for about six months. There are 376 pupils on roll including 77 children attending the two part-time nursery classes. Just over four-fifths of the school population have English as an additional language and two-thirds are at the early stages of acquiring English. There are 14 minority ethnic groups in the school and around 20 different home languages. The main groups are Asian or British Asian, Black or Black British Caribbean and Black or Black British African. Attainment on entry to the nursery is well below average. Nearly all pupils arriving in other Year groups have little or no English and a few have never attended a school.

The proportion of pupils eligible for free school meals is average as is the proportion of pupils with special educational needs. Pupils' main needs are identified as social, emotional and behavioural and speech or communication difficulties.

The school gained a Healthy Schools Award in 2002 and a School's Achievement Award in 1999.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22822	Cheryl Thompson	Lead inspector	English Art and design Design and technology
9519	Sue Pritchard	Lay inspector	
18360	Cecelia Davies	Team inspector	Mathematics Music Special educational needs English as an additional language
18370	Kevin Johnson	Team inspector	Foundation Stage Geography History Religious education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school which serves its pupils, their parents and community well.** It provides sound value for money. A high and increasing number of pupils join and leave the school at different times, but whilst at Lyon Park Infants, pupils achieve well. Very strong leadership for pupils' care and well-being, together with very good provision for personal development, means they are happy in school and very keen to learn.

The school's main strengths and weaknesses are:

- Very good support for pupils at the early stages of learning English helps them get on very well
- The school looks after its pupils very well and has good links with their parents
- There is not enough rigour in checking on teaching and learning to push up standards further; although half the teaching is good or better, there are too many variations from class to class
- Attendance is poor
- Proficient classroom support staff are deployed very effectively
- Organisation of teaching and learning in the nursery is not as effective as it should be

Since the previous inspection in November, 1998, the school has made good improvement, particularly in assessment and its provision for pupils with learning difficulties. Standards have declined which reflects the high turnover of pupils and that the great majority of 'new' arrivals speak very little English.

### STANDARDS ACHIEVED

#### Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	E	E	E	E*
Writing	D	D	E	E
Mathematics	E	E	E*	E*

*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*

Considering their starting points, **pupils' achievement is good.** Standards attained in national tests are well below average and, compared to similar schools, are amongst the lowest five per cent in the country. However, these results must be viewed in context. There is a high number of pupils joining at various times who have little or no English; in 2003, this was the case just before the national tests. Over four-fifths of the school population have English as an additional language; two-thirds are at the early stages of learning the language. A great strength of the school is the very good progress pupils make in settling in to school, and acquiring and using English. Data provided by the school shows standards attained by Year 2 pupils who have always been at Lyon Park are above average, except in reading at the higher level. Inspection evidence shows Year 2 standards in reading, writing and science are well below average, although standards attained by pupils who have always been at Lyon Park are currently around average. Generally, pupils achieve well, although this is somewhat dependent on the quality of teaching; in some classes pupils make very good progress and in a few, it is satisfactory. Standards in mathematics and information and communication technology (ICT) are below average. In religious education, discussions with pupils show they have a reasonable understanding for their age. Standards in the nursery are well below average. In Reception, standards are generally below average except in personal development where they are above and communication, language and literacy where they are well below. In

Reception, achievement is good. Achievement in the nursery is satisfactory rather than good because there is not enough emphasis on moving children forward in their learning. Children starting nursery with no English achieve very well in acquiring and using the language.

Pupils' **spiritual, moral, social and cultural development is very good**. The school's strong emphasis on making sure all pupils know they are respected and valued as part of the school community has created, as one parent noted – 'a giant family'. Pupils show great respect for each other, behave well and have very positive attitudes to their learning.

Attendance is poor. Too many parents regard family holidays in term time as a right; even those whose children have poor attendance records. Too many also take a relaxed approach to getting their children to school on time, which means pupils, who are keen to start work, will often lose out by missing the introductory part of a lesson.

## **QUALITY OF EDUCATION**

Lyon Park Infants provides a **satisfactory quality of education** with notable strengths in the relationships teachers establish with their classes. **Teaching is satisfactory** overall. Half of teaching observed was good or better. It is the variations in the quality of teaching that lead to patchy learning. In the best lessons, teachers set very high expectations and deploy their assistants very productively; in these briskly paced lessons, pupils achieve very well. Where teaching is satisfactory or, occasionally, unsatisfactory, it is because the pace is too slow and pupils misbehave as a result, or, there is not enough challenge for the more able pupils. Teaching in the nursery is satisfactory. In Reception, teaching ranges from unsatisfactory to good but is predominantly good.

Links with parents are good with very good arrangements for 'new' parents and pupils to learn about school routines and expectations. Pupils' personal development is very carefully noted and any concerns about learning difficulties or unhappiness are dealt with very effectively. A very good range of clubs contributes to the good curriculum and pupils' breadth of learning experiences.

## **LEADERSHIP AND MANAGEMENT**

Overall, **leadership and management are satisfactory**. The head and deputy headteacher provide good leadership with a strong sense of purpose for the school within its community. All staff share a very strong and successful commitment to making sure all pupils are valued. The headteacher has identified, correctly, that there is a need to improve standards further. Management is satisfactory overall, but systems to improve teaching and learning are not rigorous enough. Governance is satisfactory with good use made of individual governors' expertise. They are well organised and very supportive and proud of the school but are not yet challenging the school to think how it can do even better.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are happy with the school and pleased to see their children doing well. They like being told how they can help their children at home. Pupils enjoy school and are very pleased with it. They like their 'kind teachers', making new friends and school clubs.

## **IMPROVEMENTS NEEDED**

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

- Raise standards of achievement by eliminating the variations in the quality of teaching and learning
- Improve attendance
- Improve the quality of provision in the nursery



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Standards by Year 2 are, overall, well below average. Pupils' achievement is good with very good achievement in acquiring and using English.

#### Main strengths and weaknesses

- Standards have declined since the last inspection
- Pupils achieve well overall and very well in learning and using English
- More able pupils are not always given work to stretch them

#### Commentary

1. Standards have declined since the last inspection which reflects the school's changing and transitory population. The school has always had a very high proportion of pupils with English as an additional language but now there are far more at the very early stages of acquiring the language. Standards in 2003 national tests were well below average. The main reason for these low standards was around a third of pupils had arrived in the school during their Year 2 and had very little or no English; a few pupils had never attended a school. Data provided by the school shows attainment of pupils who had always been at the school was above average in reading, writing and mathematics. Attainment at the higher Level 3 was also above average except in reading.

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

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

*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*

2. Inspection evidence shows standards in Year 2 are, overall, well below average. Standards are constrained by two-thirds of the school population being at the early stages of learning English. It is to the school's credit that these pupils achieve very well in learning and using English. However, when it comes to tests, pupils' levels of fluency, comprehension and vocabulary are not developed sufficiently to help them do well in tests. Additionally, overall standards are lowered by the high number of pupils arriving in Years 1 and 2 with little or no English.
3. Inspection evidence shows pupils who have always been at Lyon Park attain average standards in speaking and listening, reading, writing, science and mathematics. Between sixty and seventy per cent of the pupils make up the 'stable' school population. It is amongst this group that over time and in some lessons, more able pupils do not get work to stretch them and, therefore, do not always achieve as well as they should. Standards in ICT are below average and there are missed opportunities for pupils to make better progress because not enough use is made of classroom computers. Discussions with pupils whose English is good, show that they have a reasonable understanding of the main religious celebrations of Eid, Christmas and Diwali.

4. Pupils' achievement is good considering their starting points. The school's very good ethos is the primary reason why pupils achieve well. They feel happy in school, therefore they are keen to learn. Parents are encouraged to be involved and this makes sure home and school can work together to promote good progress. When children start in nursery, nearly all have little or no English. Obviously, this adversely affects their overall attainment which is well below average as measured by the goals they are expected to reach. Children make rapid progress in acquiring and using English in the nursery and this continues as they move through Reception. Standards improve but, overall, are understandably below average at the end of Reception and well below in the area of communication, language and literacy. The areas where standards are above average in personal and social development, and average in creative and physical development – are areas where capability in English is not crucial.
5. The high number of pupils who join the school at times other than nursery or Reception also achieve well although the actual standards they attain may be very low. The school's very good ethos makes sure that they, and their parents, are welcomed and helped to know about school life. All adults and particularly the bi or multi-lingual classroom support assistants play a big part in these pupils' achievement by helping them in their home language.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to learning are very good throughout the school; they behave well. Pupils' personal development is very good. Their attendance is poor and punctuality is unsatisfactory.

### **Main strengths and weaknesses**

- Very good relationships throughout the school make an important contribution to pupils' very good personal development
- Pupils have very positive attitudes to their work and are well behaved in classes and around the school
- Pupils' spiritual, moral, social and cultural development is very well supported in lessons, in the extra activities provided for pupils and by the very good examples set by adults

### **Commentary**

6. Throughout the school, relationships are very good. There is a very strong ethos of care and consideration for others which permeates through the whole school community; this is an exceptional part of the school's work. Consequently, pupils are happy and keen to learn. Children's personal, social and emotional development is broadly above expectations by the end of Reception. Adults and children all show great respect for one another. All staff are committed to making sure that there is no form whatsoever of harassment and that all pupils are aware of, and respect, others' cultures and beliefs. Pupils say they like school and would always go to a teacher or teaching assistant if they are worried. Staff provide very good role models for pupils by demonstrating ways of working together co-operatively in classrooms and about the school.
7. Effective strategies ensure that the school is a harmonious and educationally inclusive environment. The school provides many worthwhile opportunities for cultural enrichment in school time together with a wide range of extra-curricular activities. The benefits of focused book, health and arts weeks stimulate and add to the richness of pupils' learning opportunities and heighten their spiritual awareness. These weeks provide an opportunity for teachers to enhance pupils' understanding of their own and others' cultures through a range of visits and visitors. The school values and promotes the cultural traditions of the community it serves through focused celebrations of festivals such as Eid, Diwali and Christmas.

8. The school recognises pupils' good behaviour, constructive friendship and acts of kindness as well as academic success at the weekly 'value assemblies'. Pupils are rewarded with stickers and their names recorded in a special book. This helps to promote self-esteem and regard for others and is much enjoyed by the pupils. Behaviour around the school and at playtimes and lunchtimes is generally good and members of the school community, as well as the parents, understand the clear code of behaviour. The school is effective in dealing with minor incidents of unacceptable behaviour and there is no concern relating to bullying or harassment. The school liaison officer works closely with the school and parents of pupils at risk of exclusion. Such pupils are identified early and strategies put in place to prevent exclusion and there has only been one fixed term exclusion this year.
  
9. Some pupils in school experience difficulties in their personal lives. Some find it difficult to adjust to school for the first time especially if they have suffered trauma in a different country. The school recognises that in order to develop pupils academically they also need to ensure that they are emotionally equipped to do so. To this end, the infant and junior schools work closely with the 'Place 2 B', a charity which works in the school four days a week. The charity supports pupils with a whole range of emotional and behavioural difficulties. The 'Place 2 B' provides therapists with a range of backgrounds who work with pupils on a one-to-one basis or in groups. Parents and teachers are also supported which helps them to be more reflective and in turn this benefits the pupils. Meetings are held to discuss pupils in the school with complex needs and plan a way forward. Staff development by both the 'Place to Be' and Family Links have enabled staff to manage pupils who have challenging behaviour more successfully. The interlinking of different agencies and the school community to promote social inclusion is a strength of the school.

## Attendance

### Main strengths and weaknesses

- Some pupils do not attend school as often as they should and too many arrive late

### Commentary

10. Pupils' attendance is poor. In 2002-3 it was very low in comparison with other schools. Although teachers are concerned at the amount of parent-condoned absence, their unease is not reflected in the low rate of unauthorised absence. Too many parents regard family holidays in term time as a right; even those whose children have poor attendance records. Too many take a relaxed approach to getting their children to school on time, which means pupils, who are keen to start work, will often lose out by missing the introductory part of a lesson. Procedures for recording attendance are adhered to but the data from registers is not yet used to show the link between attendance and achievement. Opportunities to address or to reinforce to parents the negative effect absence has on a pupil's progress are not always taken up. The annual progress reports on pupils with below average records of attendance seldom show parents how not attending school has affected their children's learning.

### Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	8.9
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.4

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
Black or Black British – Caribbean

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
13	1	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. Pupils work from a good curriculum with a very good range of extra activities, including sports.

### Teaching and learning

Teaching, learning and assessment are satisfactory overall.

### Main strengths and weaknesses

- Inconsistency in the quality of teaching and learning limits achievement
- Half of the teaching observed was good or better
- Teaching and support for pupils at the early stages of learning English are very good
- Proficient classroom support assistants are deployed very effectively
- Pupils with learning difficulties achieve well
- Teaching in the nursery is not always promoting the best progress, especially for more able children

### Commentary

11. It can be seen from the table below that the quality of teaching is very variable. The good or better teaching is characterised by very high expectations for all to work hard at tasks that are very carefully matched to pupils' abilities. In these lessons no time is wasted; introductions are suitably paced to keep a good balance between the lesson introduction and getting on with tasks. Examination of pupils' completed work shows some teachers mark pupils' work more helpfully than others. In the best examples, teachers praise, refer to targets and let pupils know what they need to do to improve. Other books show too little marking and not enough comment to help pupils to improve. Satisfactory teaching is adequate but with room for improvement. The areas noted for improvements are the slow pace of lessons and challenge for more able pupils. In the few unsatisfactory lessons observed, either teachers did not manage pupils' behaviour competently, or they were unsure of what it was they were expecting children to learn. In both cases the results were that some pupils underachieved. The headteacher, through her monitoring, has noted areas for improvement but currently there is not enough rigour in making sure improvements are happening at a good rate.

### *Summary of teaching observed during the inspection in 45 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (18%)	14 (31%)	18 (40%)	3 (7%)	1 (2%)	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.*

12. In classes where teaching is predominantly good, it is clear from observing lessons and pupils' past work that they make very good progress over time and achieve very well. In other classes, progress is slower and achievement, particularly by more able pupils, is only satisfactory.
13. Teaching and support for pupils who are at the early stages of acquiring English (two-thirds of the school) are very good. Their needs are assessed thoroughly and very good use is made of home languages to explain tasks or provide re-assurance. Proficient, bi-lingual classroom support assistants play a very important role in these pupils' very good achievement in learning and using English and their personal development. For pupils who start in various Year groups with little or no English, other classmates who speak the same language provide very good support not only with translating but with friendship. Pupils say they like making new friends and having kind teachers. The school goes out of its way to welcome and encourage 'new' parents and multi-lingual staff play a sensitive and invaluable role in this area. As a result, parents say they feel comfortable approaching the school with any concerns and they feel they can play their part in helping their child at home.
14. At the time of the last inspection, the provision for pupils with special educational needs was unsatisfactory and there was confusion between pupils' learning difficulties and their ability to understand English. These issues have been resolved very effectively. Pupils with special educational needs are generally taught well and are fully included in all aspects of lessons; they achieve well. Progress towards learning or behavioural targets is checked on closely and strategies changed accordingly. The special educational needs co-ordinator provides good support for pupils with specific needs, in the classroom or withdrawn into small groups as appropriate. At present, ICT is under-used to support learning for these pupils. Day-to-day assessment is used effectively so that pupils know what they have learnt and how well they are doing.
15. Teaching in the nursery is satisfactory but there is not enough focus on making sure all children have opportunities to achieve as well as possible. Teachers and nursery nurses are collecting information about how well children are getting on; however, not enough profitable use is made of this information to plan the next steps in learning to ensure optimum progress. Consequently, a few pupils, mainly the more able, underachieve. In contrast, those who start in the nursery with no English make rapid progress in learning and using the language. This very good achievement is due to very good relationships and the skilled support of proficient nursery nurses.

## **The curriculum**

The school's curriculum ensures pupils have access to a good quality and range of learning opportunities. It provides them with very good opportunities to widen their experiences through extra-curricular activities and a variety of visitors to the school.

## **Main strengths and weaknesses**

- Good provision for pupils with special educational needs helps them achieve well
- Very good provision for pupils with English as an additional language means those at the early stages of acquiring and using English achieve very well
- Very good opportunities, such as theme weeks, are provided to enrich the curriculum so that pupils are well motivated and keen to learn
- There is carefully planned and effective provision for personal, social and health education
- Although resources are adequate overall, resources for ICT are out of date and equipment in the nursery is drab and un-stimulating

## **Commentary**

16. The interesting curriculum is a key factor in pupils' very positive attitudes and good achievement. All subjects of the National Curriculum are taught, meeting statutory requirements. Religious education is taught according to the requirements of the locally agreed syllabus. The national strategies for numeracy and literacy are being used effectively to improve planning and learning. The school has a very successful programme for pupils' personal, social and health education and consequently relationships are very good. It has received the Healthy Schools Award.
17. All pupils have very good access to the curriculum because of the good teamwork between adults. The special educational needs co-ordinator and the co-ordinator for English as an additional language meet very regularly in order to review and assess pupils' progress. Provision for pupils with special educational needs is good, with appropriate individual education plans containing suitable targets for pupils to achieve. Staff are mindful of individuals and groups of pupils who need to have support. Pupils with English as an additional language are very well supported and as a result their needs are very well met. Pupils are well prepared for the next stages of their education because of their acquisition of English and their very positive attitudes to work and good social skills.
18. Whole school projects such as 'Book Week' and other theme weeks are carefully planned to encourage learning. The school provides a good range of extra-curricular activities including music club, knitting club, big games and football. Visits to places of interest such as the National Gallery, a canal boat trip, and visitors to school enhance the quality of pupils' learning.
19. Classroom support staff are highly proficient, with many undertaking additional training and also speaking the pupils' home languages. They contribute significantly to pupils' achievement by helping them understand what is expected of them in lessons or explaining difficult ideas in home languages. There is a core of very experienced teachers, some of whom also speak pupils' home languages.
20. The school has recognised the need to update its ICT provision. At present, computers cannot be used for many of the programs now available and opportunities are missed to extend pupils' learning. In the nursery, much of the equipment has been very well used and now looks very worn. Children are not stimulated by it and this constrains their learning. Accommodation is satisfactory, but a lack of storage space in the Reception classes means that equipment has to be left around, making the rooms look cluttered. A programme of refurbishment is taking place. The environment is improved by attractive displays, many of which have labels and explanations in pupils' home languages. This makes pupils and parents feel welcome and reflects the values of the school.

## **Care, guidance and support**

The school takes good care of its pupils. It provides very good pastoral guidance and good academic guidance. The school listens to its pupils and takes good account of their views.

## **Main strengths and weaknesses**

- Pupils are very well supported and introduced to school life
- The procedures for child protection and for first aid are very good
- Systems for tracking pupils' progress are good but more profitable use could be made of target setting
- Pupils have very good and trusting relationships with adults
- Although the school has received a Healthy Schools initiative award, it offers a very limited range of meals to pupils; some nursery resources are not cared for and others need cleaning

## Commentary

21. The school makes very good use of its formal and informal support networks to get to know pupils and their families and encourage their co-operation and support. Home visits help the process considerably and parents appreciate these. Consequently, pupils feel secure and are positive about school. They particularly like “the big playground”, “making new friends” and their “kind teachers”. Parents are very happy with the quality of care their children receive.
22. The school takes a meticulous approach in dealing with first aid, and with child protection issues. Eight members of staff are fully trained as first-aiders, including the site manager. They are supported well by the lunchtime supervisors and nursery nurses who are all trained in basic first aid. Their combined availability and in-house expertise mean that pupils receive prompt attention when they are unwell and spend the minimum amount of time away from their lessons.
23. Child protection procedures are adhered to closely. Staff are very aware of the likely indications of a child failing to thrive and are very clear about their responsibilities towards children at risk. The school goes to great lengths to ensure that each child has an adult they can turn to and a friend they can play with. Pupils have easy access to a counselling service ‘*The Place 2B*’ should they wish to talk to someone other than their teacher or supervisor. New arrivals in school are, wherever possible, paired with a child who speaks the same home language. Pupils and parents who volunteer their services as interpreters play an important part in helping these children come to terms with life and school in a new country; particularly the pupils who are in the very early stages of learning English. As they get older, pupils develop a good insight into the principles of citizenship and democracy. They elect school councillors and understand the role they can play in improving their school.
24. Good procedures are in place to meet the requirement placed on schools to assess their premises for potential health and safety risks and to improve access for pupils with disabilities. Well organised risk assessments take place in advance of school trips. Fire drills and evacuation procedures are managed well. Staff care about the school and work hard to make it an attractive, clean and safe place in which to learn. However, some of the toys used by children in the nursery have become rather grubby. The spacious dining hall is an asset to the school but the meals served lack choice and variety, particularly for Halal meat eaters.
25. The headteacher collects a good deal of assessment information in order to keep track on pupils’ progress as they move through the school. The recent purchase of a software tracking system will facilitate better use of the data in order to see if enough progress is being made. Currently, good use is made of the information to set targets for reading, writing or mathematics for all pupils. These targets are shared with parents so that they can be involved in helping their child’s progress. However, the targets are not used as profitably as possible by class teachers to help pupils consider their targets in their daily lessons. Good track is kept of pupils’ personal development and if any difficulties are noted, parents are notified and targets are set with them and/or support provided to help overcome any concerns.

## Partnership with parents, other schools and the community

The school has improved the partnership it had with parents at the time of the previous inspection. Links with parents and other schools are now good. Links with the community are sound.

## **Main strengths and weaknesses**

- The school successfully promotes co-operation between home and school.
- Parents provide good support for their children in valuing their education.
- The school recognises and supports family life and cultural beliefs.
- Information to parents on attendance matters is not directly linked to their possible impact on learning.

### **Commentary**

26. The many parents who offered their views to inspectors were happy with the school and pleased to see their children do well. They were anxious that the children should learn as much as they could. Parents say, "We are very happy with the work our children do, but would always like to see them do more". They likened the school to "a giant family" with staff who were "always very approachable". Inspection evidence supports their views. Parents have good access to the school and are encouraged to lend their support in ways that suit them. Many are relied upon for their translating skills. Others provide mainstay support at special cultural events, often by supplying food cooked to homeland recipes. A small number are happy to sit and sew 'story-sacks' for parents to use when reading with their children. All these projects form part of the good work the school does to involve parents in their children's learning.
27. Co-operation between home and school is good. First experiences of school for parents and children are planned carefully, as is the transition from nursery to Reception. Parents made special mention of how well this is done. Children start school finding they can relate easily to their teachers and, as a result, parents have trust and confidence in what the school provides.
28. Most parents attend consultation evenings. They appreciate being told what their children need to do to achieve and what they can do to assist them. However, this helpful style of feedback is not always followed through in the written reports. These vary in their usefulness, particularly for pupils who are capable of higher attainment and those whose attendance is a cause for concern.
29. Although the school has a number of parents and staff willing and able to translate for others, not all documents are easily accessible to those whose first language is not English. This means that not all parents are regularly encouraged by written means to become involved in the initiatives designed to support them. Some, like the Friday morning parents' group, would benefit from more members. Information on attendance matters is mostly about interpreting figures and the risk of prosecution rather than the impact it has on the flow of learning. Few parents automatically relate unsatisfactory attendance to unsatisfactory progress. The school plans to have all written information for parents translated into the languages spoken at home.
30. The school works closely with higher education colleges to provide curriculum training for student teachers, many of whom become so fond of the school that they choose to work in it after qualifying. The transition to the upstairs junior school is made easy by visits to new classrooms and teachers getting to know pupils before they move schools. People from the community visit the school and use its facilities from time to time. The dining hall is a popular venue for wedding parties and the proceeds for lettings are shared between the infant and junior schools. The school has good links with the probation service. These links provide for working parties to take on redecoration and simple maintenance work at very reasonable cost, thus saving the school money and making it look more attractive.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very satisfactory overall. Leadership is good; management is satisfactory. Governance is satisfactory.



## Main strengths and weaknesses

- Very strong leadership for the care and well-being of individuals to ensure they are happy and confident in school and able to take full advantage of the learning opportunities provided
- Very good leadership of the provision for pupils with English as an additional language
- Procedures for checking on teaching and learning are satisfactory but they are not used rigorously enough in order to bring about improvement at a good rate
- School improvement planning does not have a clear enough focus on raising standards

### Commentary

31. Based on the premise that pupils will not learn effectively unless they feel happy and secure, the head and deputy headteacher provide very strong leadership in this area of the school's work. They lead very well by example, knowing all pupils and their parents and being aware of individuals' needs. Together with the year group leaders, as the senior team, they have ensured a welcoming, happy school where pupils are very keen to learn and their parents feel comfortable. The very good school ethos means that pupils follow their teachers' example and are always pleased to help new friends by interpreting and welcoming them to friendship groups. In many lessons observed, pupils' kindness and thoughtfulness to others were impressive.
32. The co-ordinator for the provision for pupils with English as an additional language provides very good leadership. She sets high standards and leads by example in her teaching and organisation. All staff take advantage of up-to-date training. This part of the school's provision is crucial as two-thirds of the school community are at the early stages of learning and using English. Many parents speak little English but the school tries hard to make sure interpreters are on hand for meetings, so that parents are helped to be involved in their child's learning as much as possible.
33. Systems for checking on the work of the school are satisfactory with good use made of them to bring about improvement in planning and setting targets for sharing with parents. However, it is in bringing about improvement in teaching that expectations should be higher in order to have a positive impact on learning. The headteacher is good at noting areas for improvement in teachers' work but, as yet, is not applying enough rigour to checking that improvement is happening within a reasonable time scale. Governors are very supportive of the school and good use is made of governors' expertise in areas such as performance management and building works. They have a clear idea of their roles and responsibilities, but as yet are not challenging the school to see if it could do better, particularly in the area of standards.
34. School improvement planning is comprehensive and reflects the very caring ethos of the school. Currently, it lacks clarity in the area of raising standards. The school has a good amount of information about how well pupils are doing; however, this is not being used efficiently to set targets for attainment within the school improvement plan. Furthermore, this document is for one year only. The school has plans for more than one year but they are not easily and clearly available to the governors and senior team and, as such, do not have enough impact on setting targets for future improvements.

## Financial information

The school makes good use of all its funds. Governors check on spending and use their individual expertise to ensure value for money in such areas as building works.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	1,040,403	Balance from previous year	28,879
Total expenditure	1,075,616	Balance carried forward to the next	32,033
Expenditure per pupil	2643		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE (NURSERY AND RECEPTION CLASSES)**

Provision for children in the Foundation Stage is **satisfactory** overall which is not as good as it was at the time of the last inspection. The main reason for the different judgement is that provision in the nursery is now satisfactory rather than good. However, good provision has been maintained in the Reception classes where more focused learning experiences are planned and there is a significant proportion of good teaching. Children attend the nursery part-time but many go to morning or afternoon sessions in other local nurseries. Their attainment in English communication and language skills is very low when they first start in the Foundation Stage. Because of their limited experiences in other areas of learning, their achievements overall are well below expectations. For almost all children English is an additional language with a significant number who have not spoken English prior to starting nursery. Support for children is very good. Many teachers and nursery nurses can speak children's first languages, to help them through the earliest stages. By the end of Reception, children achieve well, especially those who progress through the whole of nursery and Reception classes. Many express themselves clearly in spoken English and progress well towards their early goals in that aspect of learning. Children make good progress in reading and writing and mathematical skills, and achieve well given their very low starting point; however, levels of attainment are still below expectations by the end of Reception. Children's personal social and emotional development is broadly in line with expectations by the end of the Foundation Stage.

The quality of teaching is satisfactory overall but it is inconsistent. Teaching in the nursery is satisfactory; in Reception classes it ranges from very good to unsatisfactory but is predominantly good.

Leadership and management of the Foundation Stage are satisfactory. There is some monitoring of provision but this is not rigorously followed up to ensure suggested improvements are taking place. Consequently shortcomings such as the quality of the nursery environment and some teaching of Reception children, have been allowed to continue.

In the nursery, planning is adequate to meet the needs of most children in helping them to develop social and communication skills. However, in other areas, too little of the children's learning is directed by teachers and based on clear assessments of what they know and can do and need to learn and experience next. Consequently, not all make the progress at an appropriate rate. Planning in Reception classes focuses more strongly on the knowledge and skills which children should learn, but in some cases objectives are too broad so it is unclear what precisely children are expected to learn and what is to be assessed. Systems for assessing and recording children's achievements are sound; daily observations are used to build up an overall picture of children's progress. Use of assessment information tends to be more effective in the Reception classes where teachers pick up on the specific learning needs of groups or individual children and plan the next sessions accordingly.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children achieve well in their personal and social skills
- Teachers and nursery nurses are very good role models for children

## Commentary

35. Children's personal, social and emotional development is broadly above expectations by the end of Reception. Children respond well to the expectation that they will take some responsibility and behave sensibly. They settle quickly to the nursery routines such as registering their arrival by selecting their name card and placing it on a board. Children soon have the confidence to leave parents and carers because there is a friendly and welcoming atmosphere. Most children select activities confidently when they arrive and some engage in play with their friends. One or two still need the support of adults when deciding what to do. In Reception classes, children sustain concentration on an activity for longer periods of time, often showing a lot of perseverance. They are more able to make independent choices when selecting things to work with and share resources when playing. They undress and dress themselves without help for PE lessons and behave considerately in and around the classroom.
36. In nursery and Reception classes children behave sensibly because teachers expect it of them. Children develop their self-confidence well and show respect and tolerance towards each other. Teachers continually reaffirm codes of behaviour such as encouraging children to tidy up after activities. Teachers in Reception classes make good use of 'circle time' when children assemble on the carpet to talk about 'friendships' or 'being special'. In the nursery, however, these opportunities are not as well planned, so pupils do not learn the skills of being quiet and listening to others as often as they might. Nevertheless, throughout the Foundation Stage children make good progress in this area of learning, and become willing and enthusiastic learners.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children achieve well and sometimes very well in spoken English
- Teaching and support for children learning English as an additional language are very good

## Commentary

37. For almost all children, English is an additional language when they start nursery. Although some are expressive in their first language, communication skills in English are very low. Throughout the Foundation Stage teachers focus well on building children's confidence with spoken English. Activities are provided where children can work in groups so they begin to listen to and learn from each other. Adults question children continually to encourage a response. Many teachers and nursery nurses are able to speak children's first languages so they clarify misunderstandings and provide the vocabulary that children need. Many children make rapid progress and achieve very well, so that by the end of Reception they listen to and follow instructions, enjoy stories and some communicate ideas clearly in spoken language.
38. Early reading skills are encouraged well overall. In nursery and Reception classes books are readily available for children to browse. Nursery children show increasing interest in books and stories and some are happy to share books on a one-to-one basis with adults. Those who are more confident enjoy joining in the story by anticipating words and phrases they recognise.
39. In Reception classes, children develop positive attitudes to reading. Teaching is frequently well organised, and books are chosen which relate to other activities, making them more purposeful. In one lesson, for example, as the teacher read a story, a group of children used cut-out story characters to create the different scenes on a special board. Children were able to show they understood the sequence of events. The particular story also provided a good stimulus for their role play in the class 'space ship'. This is in contrast to the small amount of

unsatisfactory teaching seen where no clear learning objectives were planned and children were not encouraged to use English when speaking to each other.

40. There is a good focus on learning letter sounds and most Reception children link initial sounds to words. Children practise early writing independently, for example, when pretending to work 'in the office'. More able children are beginning to write simple sentences and phrases. Despite children's good achievements in reading and writing skills and very good achievements in speaking and listening, standards are, overall, well below expected levels when they leave Reception classes.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Well-planned mathematical activities for children in Reception classes
- Mathematical language is taught well
- Effective teamwork between teachers and nursery nurses and classroom assistants
- There is not enough direct teaching in nursery classes

### **Commentary**

41. By the end of Reception, children's attainment in mathematical knowledge and understanding is likely to be below those expected for their age. Nevertheless, most children achieve satisfactorily from when they first start school, and some achieve well in their knowledge and understanding of number and shape. A satisfactory range of opportunities is provided for children in the nursery to sort and group objects by shape, size and colour; but often children are left to their own devices, without enough direct input from teachers. This limits the opportunities for teachers to assess how well individual children are learning. Staff in the nursery talk to children and reinforce mathematical language effectively. For example a nursery nurse asked a child which shaped paper they should use, this encouraged the child to find something round, so they could use it to draw the shape. During the carpet session each day, counting skills are consolidated and often supported by stories and songs such as 'Five in the bed', which helps children count. However some nursery children already demonstrate a better understanding of number skills, and require further challenge to ensure they achieve all that they are capable of. Learning is more structured for children in Reception classes. Teachers' planning has clearer purpose and work is planned to match the different needs of children. Those who have attended school longest count reliably to ten, and sometimes beyond that. They name some two and three dimensional shapes, but many are not yet able to use the expected range of mathematical language or to develop mathematical ideas independently. More able children are beginning to explore the idea of 'one more' and 'one less' and to record problems in their books. Nursery nurses are skilled at helping children achieve in mathematical activities. They question and probe children's understanding. Questions such as 'what happens if...?', 'what do you make if you fit their shapes together. .?', help children think about and solve mathematical problems.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the children's knowledge and understanding of the world is **satisfactory**.

### Main strengths and weaknesses

- Children are encouraged to explore and discuss their surroundings
- Visits to places beyond the school are limited
- Resources in the nursery are limited

### Commentary

42. Teachers provide a satisfactory range of experiences to help children learn about the world around them. Nursery children learn about different textures by playing with a range of materials. Construction kits help children develop their curiosity about how things work. They have access to computers throughout the day and learn that screen images can be controlled by using the mouse. Reception children develop their curiosity about plants and animals. Environmental walks enable them to observe features of the locality and seasonal changes. They select tools to work with and construct models with a particular purpose in mind. One group for example, made 'light' and 'heavy' cylinders from card, which they rolled down a slope to test which would go fastest. Children enjoy their visits to the ICT suite where they make good progress in computing skills. Most can log on and follow instructions to access a program. In one session, children confidently explored 'colour magic' and created some exciting designs. Teaching is generally satisfactory, though some good teaching was seen in the ICT suite where learning objectives were very clear and manageable so that children achieved well. Overall, standards in this area of learning are below average but children achieve well. Standards are constrained by children's lack of fluency in English and having the 'right' words to describe what they discover.
43. In nursery and Reception opportunities to explore and observe features beyond the school are limited. This makes it more difficult for children to act out 'real life' experiences in role play or develop associated language in a meaningful way.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- There are ample opportunities for outside activity
- There is too little direction and purpose to some activities

### Commentary

44. In Reception, most are well co-ordinated and move safely when playing alongside others. Most are likely to attain the standards expected for their age. Children have had few opportunities to practise physical skills prior to starting nursery but achievement is satisfactory. They are excited and enthusiastic about outdoor play and for many it is their first choice of activity. Children learn to move safely around the outside area and to control tricycles and other wheeled toys. Those resources are well used. However, sometimes children spend considerable time waiting for a turn, because their use is not sufficiently planned and directed by staff. Role play opportunities are provided which encourage nursery children to handle and control a range of tools and small equipment, for example when 'cooking' or in cutting and sticking activities. Children in Reception classes build well on their earlier skills. There are daily opportunities for children to climb, balance and control their body movements. Outside sessions are supplemented by movement and dance lessons in the hall where children make

satisfactory progress in learning to move in different ways and respond to music. There are many planned opportunities in creative work and writing activities for children to handle small equipment and construction pieces to improve their finer control. Although children are very active when outside there are times when the purpose of activity is not clear because there is no specific challenge or focus. Several activities may take place at the same time, limiting the chances for intervention by adults to pursue language development by talking about ways to explore activities further.

## CREATIVE DEVELOPMENT

Provision for creative development is **good**.

### Main strengths and weaknesses

- There are good opportunities for children to develop their creativity
- There is a good range of materials for children to work with
- Children's independence is encouraged
- Resources for some activities are limited

### Commentary

45. Teachers provide a good range of activities to help children explore colour and texture. Nursery children learn to apply colour confidently because they are encouraged to try out different techniques such as 'hand printing' and blowing paint through straws. Reception children have many opportunities to select materials they need to build models and create pictures including the use of computers. Children's independence was strongly encouraged in class when children made 'back packs' containing 'oxygen tanks' for their space journey. They worked out for themselves how to fix cylinders and secure 'shoulder straps' so their packs could be worn. By the end of Reception, standards are likely to be average, and over time, children have achieved well.
46. Children explore the sounds of musical instruments and learn to distinguish between loud and soft and slow and fast and develop a good sense of rhythm. In a well taught lesson the teacher encouraged children to accompany themselves while singing, to develop their sense of rhythm and co-ordination. Personal development was also taught well because the teacher explained the importance of treating instruments carefully. Children responded to this by behaving sensibly and achieved well in the lesson.
47. Children enjoy creative play and happily share areas and resources. Adults work hard to interact with children in order to stimulate ideas and encourage talk. Resources for some role play activities are limited and this tends to inhibit the opportunity for learning especially when learning is not supported by meaningful first hand experiences.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **satisfactory** and good for pupils at the early stages of acquiring English.

### Main strengths and weaknesses

- Very good achievement in learning and using English partly because highly proficient classroom support assistants provide very good help
- There is too much inconsistency in the quality of teaching and not enough profitable use of target setting

- Pupils have very positive attitudes towards reading but those who have little help at home need to read more often
- There is not always enough provided for, and expected of, more able pupils
- Classroom computers are an under-used resource

### **Commentary**

48. Standards attained in 2003 national tests in reading and writing were well below average. Inspection evidence shows current standards to be similar. Standards have declined in national tests since the previous inspection, reflecting the changing and transient nature of the school's population. Whilst the school has always had a high proportion of pupils for whom English is an additional language, the number of pupils who are at the early stages of learning English has increased considerably; two-thirds of pupils are at the early stages. Additionally, pupils arrive in Years 1 and 2, often with no English. It is very clear that these pupils make good progress but do not reach the levels of fluency and comprehension in English needed for them to do well in tests.
49. The co-ordinator for the provision for pupils with English as an additional language and the highly proficient bi-lingual or multi-lingual classroom support assistants play a very important role in the school. Not only do they facilitate very good links between home and school, but in lessons they support very well by interpreting for pupils and reassuring them that they are getting on well. They help pupils access the work set them by explaining tasks, often in the home languages, and unobtrusively interpreting teachers' instructions and explanations. In an alphabet game, pupils made very good gains in learning because their teacher used pupils' home language as well as English to maintain the pace of the game and ensure a successful outcome. This high quality support means pupils at the early stages of learning English become confident learners, not worried about making mistakes but keen to try out newly acquired vocabulary and skills. They make rapid progress in acquiring and using English on a day-to-day level. However, in terms of comprehension and reasoning, pupils still have much to learn and consolidate and this is one of the main reasons pupils do not do so well in the national reading tests.
50. Overall, teaching and learning are satisfactory which is similar to the findings of the last inspection. Basic literacy skills are taught well. The quality of teaching observed during inspection ranged from satisfactory to excellent. The considerable strength in all lessons, already mentioned, is the support from classroom support assistants. In the very good and excellent lessons, teaching was lively, brisk and very carefully planned to provide work at the right level for pupils' wide ranging needs. The balance between teacher input and time for pupils to get on with tasks was judged well, leaving time for pupils to think about how well they had achieved during the lessons. Examination of pupils' books in these lessons showed teachers always mark work and make helpful comments. In satisfactory lessons, introductions took too long so pupils did not have enough time to work. In a few of these lessons, there was not enough work at the right level to stretch the more able so they did not make enough progress. Pupils' books showed that not all work was marked and few helpful comments were made. The school has a good system for setting pupils targets for improvement in reading or writing and sharing these with parents on a termly basis. Currently, teachers are not making the best use of these targets because they are rarely referred to in marking or in lessons.
51. Leadership and management are sound. The co-ordinator has a reasonable overview of provision and standards in English and recognises that there is more to do in checking more closely on standards of teaching and ironing out the inconsistencies.
52. Pupils of all ages and abilities have very positive attitudes towards reading. More able Year 2 talk at length about books they have read and the kind they prefer. In the main, pupils choose and read books that are well-matched to their capabilities. Reading diaries show that most pupils read at home on a very regular basis and that parental help plays an important part in



the good progress made. However, pupils who, for some reason, are not able to read at home are not having enough opportunities in school to practise and reinforce their reading skills and this limits their progress.

### **Language and literacy across the curriculum**

53. Throughout the school, speaking and listening skills are nurtured and promoted very well, as when Year 1 pupils developed questioning skills. Very sensibly, they asked the pupil in the role of 'Big Troll' why he would not allow the three goats over the bridge. Pupils are encouraged to explain what they are doing and give a sentence as a reply rather than just one word. Currently, there are few structured links made between subjects in order to develop literacy skills through, for example, history or science. The school has correctly identified this as an area for development. There are computers in each class but these are not being used enough to allow pupils to develop and practise their literacy skills for example, through word processing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Inconsistency in the quality of teaching
- Good provision for pupils with special educational needs and very good provision for those with English as an additional language; proficient learning support staff are used very effectively in lessons
- Regularly homework is set in Year 2 and contributes well to pupils' learning.
- There is scope for more opportunities to use ICT to support and extend learning and to use mathematics across the curriculum
- Enthusiastic leadership by the co-ordinator

### **Commentary**

54. The standards attained in the 2003 tests by Year 2 were well below the national average and similar to those found at the last inspection. Many pupils taking these tests did not start their education at the school and arrived during Year 2 with little or no English. Pupils currently in Year 2 are working at levels below those found nationally. The high and significant proportion of pupils at the early stages of learning English achieve very well in learning new vocabulary because of the effective help given by teaching and support staff. In some lessons, pupils benefit from support from parents and learning support assistants who explain work in their home language. Pupils with special educational needs are also well supported, with work well planned to meet their learning needs; they make good progress. Most pupils are gaining a reasonable understanding of number bonds to 20 and older pupils confidently explore patterns, developing a sound understanding of odd and even numbers. Pupils in Year 1 develop good strategies for solving simple problems using addition and subtraction. They are becoming more confident in their understanding of place value. All strands of the National Curriculum programmes of study are taught but there was little evidence of computers being used systematically to support teaching and learning.
55. Teaching and learning are satisfactory, as was found at the time of the last inspection. Within this overall picture there are strengths as well as weaknesses. In several lessons and in the scrutiny of work, it became clear that there are occasions when teachers do not expect enough of pupils. In all lessons, the work was modified for the different groups in the class but not always to challenge the more able pupils sufficiently. Examination of pupils' work in Year 1 shows that some teachers do not expect pupils to produce much written work. Work scrutiny also showed that pupils in Year 2 are expected to complete work at home regularly. This

homework provides good opportunities for pupils to practise and reinforce what they learn at school. In the best lessons, pupils are encouraged to explain their thinking and work well together in pairs to discuss their work. Pupils have opportunities to create their own sums and check answers by counting on or back on a number line. They have good attitudes to the subject and enjoy learning. In a very good Year 1 lesson, pupils showed very good attitudes and obvious enjoyment when they demonstrated their understanding of place value when using a large abacus they had made in design technology. Where teaching was unsatisfactory, explanations were not always clear, pupils did not always know what was expected of them and behaviour was not managed effectively. This impeded pupils' learning and limited their achievement. However, the very good relationships that were evident in most lessons enhanced learning.

56. The subject is well led and managed which has contributed to the sound improvement since the last inspection. By monitoring the provision, including the monitoring of teaching, the co-ordinator has managed to highlight areas for improvement. Pupils' progress is tracked and detailed records kept. However, this information is not yet being used effectively to plan the next stages in pupils' learning in order to raise standards.

### **Mathematics across the curriculum**

57. Pupils' skills in mathematics are sometimes used in other subjects of the curriculum but their inclusion is not always planned. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding. For example, in geography collecting and recording data as part of a traffic survey.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers place emphasis on investigational work
- Pupils are enthusiastic about the subject and respond well
- Standards are low by Year 2
- The needs of more able pupils are not addressed sufficiently

### **Commentary**

58. Standards in Year 2 are well below the national average. There has been a drop in standards of attainment since the last inspection both against national standards and those of similar schools; the quality of teaching is satisfactory, as it was at the time of the last inspection. Standards are adversely affected by the increasingly large number of pupils who are at the early stages of learning English and by the high number of pupils who have joined the school and have not had the same amount of time to acquire the same skills and language as the stable population. Nevertheless a scrutiny of work showed that pupils achieve well and make good progress regardless of the amount of time they have spent in school. No differences were observed between the achievement of boys and girls. Where additional support is given to pupils with special educational needs, they achieve well.
59. Teaching and learning are satisfactory throughout the school. The scheme of work supports the learning of science through investigational work. In a very good lesson in Year 1, the teacher's clear planning and organisation plus her strong emphasis on the acquisition of scientific language enabled pupils to make good progress. Pupils experimented to help them understand the difference between magnetic and non-magnetic materials and their work was consolidated by the teacher's focused questioning which enhanced their language. Where teaching was found to be weak the teacher's explanations were unclear and resulted in pupils

becoming confused. This was evident in a Year 2 class where pupils had to make a fair test. The teacher placed insufficient emphasis on questioning in order to ensure pupils understood what they had to do, consequently they did not achieve and time was wasted.

60. Marking is better in Year 1 than in Year 2. In some classes it is inconsistent and does not always inform pupils of how they can develop further. Good support is given by classroom support assistants to pupils who have special educational needs or who have English as an additional language.
61. The co-ordinator is on maternity leave but the acting co-ordinator has written an action plan and is beginning to develop the subject. There is a system of assessment in place but this needs to be developed further in order for teachers to build on prior attainment more rigorously. Resources are adequate but there has not been sufficient training for staff. More emphasis needs to be placed on the raising of standards particularly for more able pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The ICT room is used well to promote learning but class computers are not used enough
- Pupils are enthusiastic about the subject
- Too little use is made of ICT in other subjects
- Resources for ICT are out of date

### **Commentary**

62. By Year 2 standards are below average whereas in the last inspection they were seen to be around average. While the ICT room is well used to promote whole class learning, little use is made of computers in individual classrooms.
63. Teaching and learning are good overall which is similar to the findings of the last inspection. In a good lesson in Year 1 pupils investigated the use of technology in the world around them. The teacher's focused questioning enhanced pupils' language acquisition and encouraged them to use thinking skills appropriately. For example, pupils had to decide which appliances used remote control technology, batteries or mains operated electricity to power them. Pupils were enthusiastic and interested and much language work arose from this lesson.
64. Although the computers are in need of updating, teaching in the ICT room is good and pupils achieve well and make good progress. In a Year 2 lesson the teacher made very good links with literacy and pupils used their knowledge of alphabetical order and dictionary skills to transfer these to finding word definitions on the computer. Paired work between pupils of different abilities supported knowledge and language skills and good support was given to pupils with English as an additional language from a parent volunteer. Pupils understand how to click on icons and use the mouse and they are confident and enthusiastic. Conversations with a sample of pupils from both Year 1 and 2 showed that many understand that the internet is a valuable resource for research and some could describe how to change the colour of text and the meaning of words such as font and cursor. Pupils in Year 2 described how they had programmed a Roamer turtle. Apart from the weekly class lesson their knowledge is not developed sufficiently in class. A valuable resource is under-used and opportunities to enhance learning are missed, especially since many pupils have computers at home and are already confident and eager to learn new skills.

65. The school has invested time in training all staff to be proficient in ICT teaching skills and in the lessons seen during the inspection teachers and support staff were confident in their knowledge. Profitable links have been made with students from the University of Westminster who are assisting the school to develop a web site.
66. The headteacher has recently handed over subject responsibility to another member of staff who has begun to develop the leadership and management of the subject. She is very keen and knowledgeable about how she wants to develop this area with new machines and new software. There has been no monitoring of teaching and learning and assessment information needs to be developed in order to inform teachers' planning. This will be the focus for the next stage of development.

### **Information and communication technology across the curriculum**

67. The use of computers in the classroom is not a regular and consistent feature of teaching in other subjects. Pupils rarely use computers to enhance their learning during other lessons and therefore a valuable resource is under-used particularly to promote skills in literacy and numeracy.

### **HUMANITIES**

68. In humanities, work was sampled in **history** and **geography** therefore it is not possible to give an overall judgement on provision in these subjects.
69. On the evidence of pupils' work available during the inspection standards in **history** and **geography** meet expectations for pupils in Year 2 and have been maintained since the previous inspection.
70. In **history**, Year 1 pupils learn about changes over time by finding out about the toys children played with in the past and comparing them with more contemporary ones. In one class children are discovering the history of the yo-yo and how it has contributed to leisure pastimes over the years. Pupils in Year 2 learn about the Fire of London and how the event was recorded. Pupils improve their research skills by using books and pictures to help them understand the past. Events such as Remembrance Day and the story of Grace Darling teach pupils how the commitments of ordinary people often resulted in bravery which affected the lives of others. There is a positive approach to teaching and learning in **geography** because of the clear leadership in the subject. National guidance for the subject is adapted well, so pupils have good opportunities to develop knowledge and skills. Pupils in Year 1 focus on the local environment and pose questions about its quality and gather information to find answers. A good feature of the geography 'calendar' is the canal boat trip where pupils see at first hand the environmental changes taking place. Secondary sources of evidence are used effectively in Year 2. In their lesson, pupils discussed a series of photographs of St.Lucia before drawing conclusions about natural human features of the island. Teachers recognise the many different countries represented by pupils in the school. In one class children have drawn national flags and pinned them to a world map, helping pupils to become more aware of countries beyond the United Kingdom and of their own heritage.

### **Religious education**

Provision for religious education (RE) is **satisfactory**.

### **Main strengths and weaknesses**

- There is a well-planned curriculum relevant to pupils' needs and their experiences
- There are inconsistencies in the quality and use of recording opportunities



## Commentary

71. Standards in Year 2 are broadly in line with the expectation of the syllabus agreed by the local education authority. This is a similar judgement to the last inspection. Pupils learn about the beliefs and festivals of world religions which are relevant to their own experiences. They are able to share their knowledge of Islam, Hindu festivals and Christianity for example, in a meaningful way. This helps pupils to respect others' way of life, and encourages harmony and tolerance in the school. A good example is how pupils learn about the significance of water as a symbol by comparing the practices in different faiths such as Christian baptism and the Muslim festival of Wudu. Examples such as these show an improvement since the last inspection in using pupils' own cultural and religious backgrounds as a memorable resource for teaching.
72. The quality of teaching is satisfactory overall as it was at the time of the last inspection. There was a good lesson in a Year 2 class when children learned about the celebration of Holi. The teacher used the recent experiences of some pupils in the class who were able to talk about the fire and the 'throwing of colours'. The teacher provided coloured paper ribbons (to simulate paint) so children could 'throw colours' over each other. This brought the lesson to an exciting and memorable conclusion. There are some inconsistencies however in teachers' expectation of how work should be recorded. There is too little recorded work in some classes, so pupils do not have sound opportunities to consolidate knowledge, or improve literacy skills. Sometimes when pupils are expected to write they are not provided with enough props such as word lists and illustrations to help them. This is a considerable disadvantage for the many pupils for whom English is an additional language.
73. The subject is satisfactorily led and managed. A worthwhile curriculum is in place, and there is a clear policy. More rigorous monitoring of quality and standards is required in order to plan for greater consistency.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. No lessons were seen in **art and design** and **design and technology**. Therefore no overall judgement can be made on provision in these subjects. Evidence was gathered by looking at planning, displays of pupils' work and discussions with pupils and teachers. **Art and design** has a high profile in the school and is led well by an enthusiastic and knowledgeable co-ordinator. Displays in classes and around the school show that pupils have opportunities to use a good range of media in a variety of contexts. Standards of work in displays are around the levels expected and show good progression in pupils' skills. In design and technology, Year 2 have made felt hand puppets and explain enthusiastically how they went about designing and then making them.
75. Two lessons in **music** were seen, one in Year 1 and one in Year 2. A discussion was held with the co-ordinator. Pupils have a positive attitude to their music. Teaching and achievement are satisfactory. Since the last inspection, a new scheme of work has been introduced and this provides good support for all staff who are now more confident about teaching the subject. At the start and end of assemblies, pupils enjoy listening to music by a wide range of composers. However, opportunities are missed for pupils to enjoy singing together in assembly. Pupils have opportunities to take part in a range of musical activities that increases their interest in the subject. There have been a number of visiting musicians to the school including, for example, Chauconne Brass. As part of an arts week, pupils came from the junior school to play Indian music. There has been a visit to the Festival Hall where pupils listened to a selection of music. These visits and visitors give enjoyable first hand experiences of hearing live music and seeing a range of instruments being played. The subject is well led and managed. The co-ordinator has an appropriate action plan for the development of the subject. Resources are satisfactory overall. There is a good range of un-tuned percussion instruments but insufficient tuned percussion instruments.

76. Only a limited amount of teaching could be seen in **physical education** and although it was satisfactory in the dance and games lessons observed, no judgements can be made about standards or provision overall. Lessons were clearly planned with appropriate objectives providing opportunities for pupils to consolidate skills.
77. Accommodation in the hall is satisfactory and there are sufficient resources for all areas of the PE curriculum. The school has the benefit of spacious outdoor facilities to develop team games and athletics skills.
78. The leadership and management of physical education are good. The co-ordinator is knowledgeable and pro-active. She provides advice and assistance for teachers and demonstrates lessons for those teachers new to the school. She has organised an annual Health Week which has included skipping competitions and a demonstration by an Olympic gymnast who also talked to the pupils about the importance of regular exercise. She organises extra-curricular sports activities, a football club for both boys and girls with a professional footballer and a lunchtime games club. A sports day is held each year and photographs show very enthusiastic pupils and parents thoroughly enjoy the experience.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- Very good provision underpins the school's very good ethos
- The school sets a priority on promoting pupils' social and personal skills through a range of interesting activities
- Very good use of bi-lingual adults ensures that the subject is fully inclusive

### **Commentary**

79. The school has invested in the Family Links Nurturing programme and most of the personal, social and health education is based around this. Pupils participate fully in the programme which gives them a common language to explore issues. This area of the school's work is very well managed by the deputy headteacher. She ensure the programme is monitored regularly and that all members of the adult school community are trained and fully understand the aims and methods of participation in the programme.
80. The school places great emphasis on this part of its work. A high profile given to personal, social and health education to promote the personal development of all its pupils who come from a wide variety of backgrounds. A significant number of pupils arrive in school at various points during the school year, some of whom are traumatised or have had little or no education. The school places a particular emphasis on ensuring that these pupils settle into school and become happy and confident in their new surroundings. This provides a basis for them to be able to learn new skills effectively.
81. All staff provide very good role models for pupils. The school encourages pupils to take collective responsibility for each other and their school. The high standards of behaviour seen throughout the school during lessons and in moving around the school illustrate how pupils co-operate with each other and can be trusted to use resources appropriately.
82. In a good lesson in Year 1 pupils were encouraged to explore differences between each other through the use of puppets. Pupils were captivated by the conversation between the puppets which then encouraged them to discuss aspects of themselves in a similar way. The very good use of a bi-lingual teaching assistant ensured that all pupils understood and could participate in the lesson fully. This is a strength throughout the school and was also seen in a

small group lesson where pupils with limited English played a board game designed to develop self-esteem. The skill of the classroom support assistant and her ability to communicate in more than one language meant that pupils made very good gains in confidence throughout the session. Pupils' personal and social development is also promoted well through other areas of the curriculum. For example the school organises a Health week which is closely linked to the PE curriculum and includes activities which help to encourage an understanding of healthy living.

83. The School Council promotes the understanding of what being a citizen means and meets regularly to discuss issues related to the development of the school. Pupils are proud of their role as representatives and talk confidently about changes they wish to make.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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

