

INSPECTION REPORT

RISE PARK INFANTS

Romford

LEA area: Havering

Unique reference number: 102302

Headteacher: Miss L Hook

Lead inspector: Mr P B McAlpine

Dates of inspection: 28-30 June 2004

Inspection number: 257324

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 5-7
Gender of pupils: Mixed
Number on roll: 178

School address: Annan Way
Rise Park
Romford
Essex

Postcode: RM1 4UD

Telephone number: 01708 749135

Fax number: 01708 742218

Appropriate authority: Governing body

Name of chair of governors: Mr Alan Leak

Date of previous inspection: 11-14 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than other primary schools. Currently there are 178 pupils organised into six classes, all of them single aged. The school is popular and numbers have been sustained over the previous five years. The social and economic characteristics of the immediate locality are better than average. More than 90 per cent of the pupils are from white British families. The remaining 10 per cent are from a wide range of ethnic minority groups including Indian and black African. Four pupils are in the early stages of learning English as an additional language. The other languages spoken include Gujarati, Panjabi and Cantonese. The proportion of the pupils who are eligible for a free school meal, around nine per cent, is below the national average. Pupil mobility is low. The school's self-evaluation identifies attainment on entry as average. The inspection found that the proportion of children entering the school with typical or better attainment for their age is larger than is normal in other schools. Children entering the Reception year come from 21 different pre-school settings and most have had some form of Nursery or playgroup experience. Only about eight per cent of the pupils have special educational needs and this is less than half the proportion found on average nationally. No pupil has a statement of special educational needs; this, too, is much lower than in other schools. The school has obtained Investors in People status; Healthy Schools Accreditation; and Basic Skills Quality Mark. During the inspection, all but two of the teachers were temporary because of a combination of maternity leaves and long-term illness among the permanent members of staff. The previous inspection in May 1998 was successful. The standards achieved, quality of education, climate for learning, and the management and efficiency were very good.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21552	Mr P B McAlpine	Lead inspector	English Information and communication technology Art and design Special educational needs English as an additional language Physical education
9588	Mr T West	Lay inspector	
32181	Mrs M Coles	Team inspector	Mathematics Religious education Music Foundation Stage
27292	Mr J Calvert	Team inspector	Science Design and technology Geography History

The inspection contractor was:

PBM, Brookbridge and Bedford Ltd
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	17
SUBJECTS IN KEY STAGE 1	20
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This very good school has sustained high standards since the previous inspection and gives good value for money. Good teaching raises the large proportion of children with broadly typical or better attainment for their age on entry to the Reception year to well above average by Year 2. Pupils work hard and behave very well. They are very well cared for and the school competently meets their varying learning needs. Leadership and management are clear minded and very effective.

The school's main strengths and weaknesses are:

- High standards in reading, writing and mathematics have been sustained for several years.
- Almost all of the pupils achieve as well as can be reasonably expected.
- The teaching is consistently good and has been maintained at this quality during a period of high turnover of teachers¹.
- The headteacher is a very effective leader.
- The provision for pupils in the Foundation Stage to learn through physical activity outdoors is unsatisfactory because of the lack of adequate outdoor accommodation and resources.

Improvement since the previous inspection has been satisfactory. High standards have been sustained in English and improved in mathematics and science. There were no significant weaknesses at the time of the previous inspection and no issues, only suggested areas for improvement. The response to the suggestions has been satisfactory in the main. Since the previous inspection, the governing body has ceased to be a joint body with the junior school. It has not, however, sufficiently improved its long-term strategic planning, a second suggested area, and further work is needed here.

STANDARDS ACHIEVED

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

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

Achievement is good. Children in the Reception classes and pupils in Years 1 and 2 are all working to their potential and achieving levels that are consistent with their capacity for learning in the core areas of reading, writing and mathematics. From entry to the Reception year, standards rise more quickly than in most other schools to well above average by Year 2. This reflects good teaching. The average and more able pupils are appropriately challenged in reading, writing and mathematics and a substantial number achieve better than is predicted by their attainment on entry. Less able pupils are properly supported and make good progress. Almost all with learning difficulties are attaining levels close to those nationally expected for their age. The few pupils with English as an additional language are fluent in English and achieve as well as the other pupils. The attainment of girls is higher than that of boys on entry but boys make good progress and narrow the gap by Year 2. Current standards in reading, writing, mathematics, and science are well above average and continue the good trend of previous years. The performance of the school is in the top 25 per cent nationally and, in reading, is in the top five per cent of similar schools, which is very good indeed. Achievement in the Foundation Stage in the other areas of learning is more mixed, reflecting a few

¹ Turnover refers to changes of teachers caused by long-term absences, illness, or promotion.

shortcomings in the provision, particularly for children to learn through physical activity outdoors. **The pupils' personal development, including spiritual, moral, social and cultural development, is good.** Attitudes to learning and behaviour are very good. Attendance is above average. Punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good and is consistent in quality throughout the school in the core areas of literacy, numeracy, and science. In these areas, all pupils are learning quickly and developing knowledge and skills consistent with or in advance of the national expectations for their age. Teamwork is well developed. All teachers have high expectations and pupils live up to these expectations. Teaching assistants are competent and very well deployed. Relationships are very good. The curriculum is good in Years 1 and 2 and there is appropriate enrichment through visits and visitors, use of the extensive grounds, and through extra-curricular activities. However, the curriculum in the Foundation Stage is constrained by limited provision for children to learn through physical activity outdoors.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher is a very good leader who has won the support of her colleagues and created a high performing school. The deputy headteacher provides very good support and leads effectively by example. The influence of others with management responsibility has been weakened by long term absence. Nevertheless, curricular and administrative continuity has been preserved by the extra efforts of the senior management team. Governance of the school is satisfactory but governors have not given sufficient thought to the long-term development of the school. Budgetary and school development planning do not look further ahead than the current school year.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are very good. Parents are very positive about the school and appreciate its success. Pupils like school and are keen to attend.

IMPROVEMENTS NEEDED

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

- continue to sustain high standards and good achievement by implementing the school development plan;
- improve the quality of provision for children in the Foundation Stage to learn through physical activity outdoors to the level recommended by the nationally agreed curriculum for this age group;
- improve the quality of long-term strategic planning for the development of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Progress is good in all year groups and by Year 2, standards are well above average in reading, writing, mathematics, and science.

Main strengths and weaknesses

- Standards are high and test results have been sustained at a high level for several years.
- Pupils of different abilities, gender and background achieve well in reading, writing and mathematics and work to their potential.
- Limited provision in the Foundation Stage for children to learn through physical activity outdoors is limiting achievement in this age group.

Commentary

1. The attainment of almost all pupils in Years 1 and 2 is consistent with their capacity for learning and they are achieving broadly in line with their potential. About a third of the pupils are making particularly good progress and they attain levels that are much higher than predicted by their attainment on entry.
2. Achievement in the Foundation Stage is good overall. Standards are well above average in personal, social and emotional development; communication, language and literacy; and mathematical development. The substantial majority of children enter the Reception year with attainment that is typical or better for their age. Many fewer than in other schools have learning difficulties and a relatively large proportion have the potential to attain highly. The effective provision in the Foundation Stage leads to good progress and to all children being stretched and working to their potential. Standards in knowledge and understanding of the world are above average, reflecting the large proportion with typical or better attainment for their age on entry. Achievement here is satisfactory but the more able are not always working to potential. The limited evidence in physical development and creative development points to average standards but insufficient achievement, particularly for the more able, reflecting shortcomings in the outdoor provision.
3. Achievement in Years 1 and 2 is good in the core subjects². Pupils of all abilities are achieving well in relation to their background and capacity for learning in reading, writing, and mathematics. The more able pupils are fully challenged and relatively large numbers of them in Year 2 exceed the nationally expected level for their age. The few pupils with learning difficulties are well supported. They make good progress in relation to the difficulties they face and almost all of them attain levels that are close to those nationally expected for their age. Pupils from minority ethnic and mixed ethnic backgrounds, including those who are bilingual, achieve as well as all other pupils. There are no significant differences in achievement or attainment between boys and girls.
4. Almost all pupils in Year 2 are well launched into reading with the most able being capable of reading independently of adult support. Almost all pupils in Year 2 write at reasonable length for their age and show good accuracy in grammar, spelling, punctuation and handwriting, with the more able organising stories, letters and accounts to suite the purpose. In mathematics, the Year 2 pupils have a very well developed knowledge of number and can apply this knowledge competently to problem solving situations. Factual knowledge in science is strong, with the

² The core subjects are English, mathematics and science.

pupils knowing more than is typical for this age. Skills of investigative science are satisfactory but less well developed in the more able than is expected.

- Achievement is satisfactory and standards are average in information and communication technology. Pupils have satisfactory basic skills using this technology. They are developing a good understanding of the Internet and how the Internet can support the general acquisition of knowledge and information in other subjects. Achievement and standards are satisfactory in religious education and the pupils are accumulating knowledge of Christianity and a few other major world religions. Limited evidence points to the standard of work being above average in design and technology, geography and history, and average in art and design. There is insufficient evidence in music and physical education to make a judgement about achievement or standards.

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

Standards in:	School results	National results
Reading	18.1 (18.1)	15.7 (15.8)
Writing	16.7 (16.6)	14.6 (14.4)
Mathematics	17.8 (18.4)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

- Test results in reading, writing and mathematics have been well above average for the past four years and compare very well with similar schools. In 2003, results in reading were in the top five per cent of similar schools. The typical pupil was about a year ahead of the average child nationally in reading and several months ahead in writing and mathematics. In 2003, almost all of the pupils attained or exceeded national expectations in reading, writing and mathematics, including more than half who exceeded expectations in reading, a quarter in writing and nearly half of them in mathematics. Girls attained slightly higher standards than boys but the differences were comparable to those found nationally and were not significant. Standards have gradually risen over the past five years in line with the national trend. The early indications for 2004 are that these high standards in national tests have been sustained.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance and punctuality are good. Spiritual, moral, social and cultural development are good overall.

Main strengths and weaknesses

- Pupils' personal development is very good, particularly their moral and social development.
- The school promotes very good attitudes and behaviour and there is an absence of oppressive behaviour in a very orderly school community.
- The school develops very good relationships with its pupils and provides them with increasing opportunities to demonstrate responsibility and growing maturity.
- Visits to places are planned within the curriculum although visits to promote faiths other than Christianity are limited.
- School arrangements for promoting attendance are very good.

Commentary

- The pupils say they like coming to school, a view which is supported by nearly all parents who returned the pre-inspection questionnaire. Throughout the school, pupils show enjoyment in their work, with hands raised eagerly to answer questions. Behaviour is very good, a view supported unanimously by parents who responded to the pre-inspection questionnaire. Behaviour in lessons is very good. Pupils travel around the school in a very orderly manner,

conduct themselves very sensibly whilst at lunch and sit very quietly during assembly. Pupils know what is expected of them in school and most of them clearly make their own decisions to behave correctly. No instances of bullying, harassment or racism were observed and members of staff, parents and pupils confirm there are no reported incidences. Older pupils say that every one gets on together and there are no arguments. No pupil has been excluded during the reporting period.

8. Relationships within the school are very good. The school encourages pupils to appreciate and share differing traditions and this is used to create an atmosphere of complete harmony. Members of staff treat all pupils with respect and provide them with the opportunity to develop maturity through working together in small group activities and accept responsibilities such as lunchtime helpers, participating in assemblies, helping younger or new pupils to settle into the school and support others with their learning.
9. The school's strong moral and social code allows pupils to develop an understanding of right and wrong. Pupils are very confident and have high self-esteem. They conduct themselves very well, with a clear awareness of their own role in the school community and the impact of their own actions on others. They demonstrate that they have an understanding of the standards the school is seeking to achieve. Pupils clearly understand the rewards and sanctions that are applied. They know the school takes their views seriously and that members of staff value them. They are very much involved in school life, for example pupils have recently communicated their ideas and suggestions to improve the outdoor area, resulting in the purchase of a friendship bench. Pupils are actively involved on a regular basis in fundraising activities where they support local and national charities.
10. While the school has a strong Christian ethos it continues to encourage pupils to appreciate the different range of traditions. The school makes good use generally of visits to places of interest. Although the headteacher believes pupils are culturally aware, she recognises pupils have fewer opportunities to make visits to broaden their cultural awareness or further develop their understanding of other faiths whilst in the infant school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
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.

11. Attendance is above average, with no unauthorised absences. The majority of children arrive at school punctually. Staff monitor attendance very well and receive good support from the education welfare service. The school works hard to ensure that whenever possible pupils attend school. The most significant reasons for absence are medical or for the taking of additional family holidays. Attendance in this year is at a similar level to last year, with a slight increase in unauthorised absences due to parents taking unauthorised additional family holidays.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** and has been sustained since the previous inspection.

Teaching and learning

Teaching and learning are good. Assessment is good.

Main strengths and weaknesses

- The systems for maintaining good quality teaching are effective throughout the school.
- Different learning needs are properly catered for in reading, writing and mathematics.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	11	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. All of the teaching is at least satisfactory in quality with about three-quarters being good or better. The overall quality of teaching is better than found in the majority of other schools and is better than found at the time of the previous inspection. During the inspection, with the exception of the deputy headteacher, all of the teachers were either new to the school, temporary teachers, or newly returned from long-term absence, with most being temporary. Despite this major challenge for senior management of maintaining quality in difficult times, good quality has been sustained. This is because there is a very clear policy for teaching and learning that is consistently implemented. Induction³ procedures for new teachers are very effective. The school's policy for recruiting teachers, particularly in current circumstances the temporary teachers, is rigorous and successful. These procedures reflect the clear-minded determination of the headteacher.
13. Learning in reading, writing and mathematics is good, at times very good. In these subjects, all pupils are acquiring skills, knowledge and understanding quickly for their age. The teaching stretches the more able particularly well in these subjects and all learning needs are properly met. In a very good mathematics lesson in Year 1, the teacher purposefully extended the more able pupils' knowledge of hundreds, tens and units through using well directed questions. She supported learning through highly constructive use of resources and held the lesson together by using humour to make learning very enjoyable for all involved. By the end of the lesson, the majority of pupils were working at a level normally expected towards the end of Year 2. The bulk of the teaching is helping pupils to develop basic skills quickly and to learn to apply them accurately. This is particularly so in writing. In a good lesson in Year 2, the pupils extended their knowledge of the past and present tenses and then proceeded to write independently, composing a detailed opening to a story that introduced several characters and the story setting. The pupils' knowledge of tense was applied accurately, as was knowledge of spelling, punctuation and handwriting. By the end of the lesson they had written at length and sustained concentration throughout.
14. In science, information and communication technology, religious education, history and geography, most learning needs are met but there is less targeted provision for the most able pupils and the level of challenge here is not always high enough. In science, this is more the case in relation to experimental and investigative skills and is less true in terms of factual knowledge, where challenge is usually good. In the Foundation Stage, learning needs are generally well met but over-direction by adults is limiting the pupils' capacity to work independently or collaboratively. The skills of independent and collaborative learning are broadly satisfactory but not as good in terms of age related expectations as they are in Years 1 and 2. These are minor points for improvement.

³ Induction here refers to the arrangements for receiving teachers who are new to the school. In particular, briefing them in school policies and procedures so that they can take over from their predecessors without any loss of continuity in learning for the pupils they teach.

15. The needs of pupils with learning difficulties and special educational needs are properly met. Assessment and teachers' in-depth knowledge of pupils is used well to identify where difficulties exist and what pupils should learn next. Teaching assistants are deployed effectively to support pupils experiencing learning difficulties and often withdraw them to one side, or to separate teaching spaces, so that specific needs can be attended to. For example, good provision was made in Year 2 for a group of pupils with difficulties in English to learn about using contents and indexes. The teaching was effective and all pupils achieved the short-term goals that were set for the lesson. Assessment procedures are good throughout the school and assessments are made in all subjects. The arrangements are best developed in reading, writing and mathematics where they are used effectively to track pupils' progress.

The curriculum

The school provides a good, broad and balanced curriculum. There are good opportunities for enrichment. The accommodation and resources are good.

Main Strengths and weaknesses

- The curricular provision in Years 1 and 2 is good for all pupils overall and provides equality of access and opportunity for them to achieve well in all subjects.
- There is a good range of enrichment activities.
- Teachers and learning support assistants are well matched to the demands of the curriculum.
- The school prepares pupils well for the next stage of education.
- Outdoor accommodation for children in the Reception year is unsatisfactory.

Commentary

16. The school has maintained a good curriculum since the previous inspection. It continues to provide broad and balanced learning experiences that fulfil the relevant statutory requirements including those for religious education. Schemes of work support the annual, termly and weekly planning well. Weekly planning is thorough and includes good evaluations which inform the next stage of learning. The curriculum for pupils in the Foundation Stage is good overall but has a few aspects for improvement. It covers all the areas of learning as required for pupils of this age but has weaknesses in the provision for physical development because the outdoor accommodation is poor. Throughout the school, the curriculum is well matched to pupils' requirements including those with special educational needs and English as an additional language. This enables all pupils to achieve very well and be well prepared for the next stage of education. The school has not adopted the National Literacy Strategy but its own strategy for literacy is working very well.
17. Provision for pupils with special educational needs is good. There is appropriate regard for the national Code of Practice. The curriculum for pupils with special educational needs is not substantively different to that for other pupils. Extra support is targeted mainly at improving specific aspects such as reading and writing and is effective. Very little extra provision is made for pupils with English as an additional language because most pupils in this group speak English fluently and their needs are well met through the normal provision.
18. The daily acts of collective worship meet statutory requirements. There is effective provision for pupils' personal, social and health education with high priority given to promoting good relationships. Pupils receive appropriate drug education as part of the personal, social and health education programme. The provision for sex education is not yet fully in place because the governors have not yet approved the policy. They are awaiting revisions to the materials used so that the curriculum complies with statutory requirements and fulfils the concerns of governors.
19. Enrichment of the curriculum is good. This includes a sports club, recorder group and violin tuition. There are a good range of educational visits and visitors linked to extending the breadth

of educational experience for pupils. Visiting theatre groups have undertaken drama workshops linked to history in Years 1 and 2. Pupils have participated in music festivals and visited places such as the Barbican to watch musical performances. School records show that concerts and events such as the Harvest Festival and Christmas concerts are well supported by parents.

20. The match of teachers to the curriculum is satisfactory. The high level of long-term absence has meant changes of teachers but this has been managed well by the headteacher and the effects kept to a minimum. Senior management has guided the temporary teachers very well and this has maintained curricular continuity for the pupils. Teaching assistants are experienced, well trained and provide a high level of effective support. The number of teaching assistants is high for a school of this size. They have been able to make a significant contribution to providing stability and continuity in all classes during the current period of change. The school has appropriate and spacious classrooms. Learning resources are generally good. The grounds are very spacious and there are extensive grassed areas and a swimming pool. The tarmac area of the playground is satisfactory for the Years 1 and 2 classes but is unsatisfactory for the Reception age children. The outdoor provision for these pupils does not meet the requirements of the Foundation Stage curriculum.

Care, guidance and support

The provision for pupils' care, welfare, health and safety throughout the school including the Foundation Stage is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is satisfactory.

Main strengths and weaknesses

- The induction⁴ arrangements for pupils in Reception are good.
- There are very good procedures for health and safety, child protection and first aid.
- Adults know pupils very well and provide very good levels of care for their wellbeing.

Commentary

21. There are good induction arrangements for pupils when they start school, enhanced by the good relationships with local pre-schools and nurseries. Parents and children have opportunities to visit the school before admission. The children settle in quickly and happily and make good progress. There are very good procedures for monitoring their achievement.
22. The school has very good health and safety procedures in place. Governors and staff make regular health and safety checks and a full range of risk assessments. The headteacher is the nominated officer for child protection procedures and the school's arrangements comply fully with local requirements. All members of staff have been trained and are aware of the need to inform the headteacher should they have any concerns. Arrangements for the administration of first aid and for the care of children who are unwell are very good and help pupils to feel safe and secure at school. The school provides very well for their support and guidance through the personal, social and health education curriculum which is supported well by visitors including members of the caring and emergency services.
23. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Assessment of pupils' progress and their needs is good and despite the high staff turnover, the members of staff know pupils well. Although pupils feel they are able to comment about different aspects of school life, these arrangements are informal. There is no school council, for example. Children are encouraged

⁴ Induction here refers to the arrangements for receiving pupils new to the school, helping them settle and make friends.

to contribute to the running of the school and help each other, they hear other pupils read and operate a friendship bench.

Partnership with parents, other schools and the community

The school's links with parents are very good. There are good links with the community, other schools and pre-schools.

Main strengths and weaknesses

- Parents have very positive views of the school, the staff and management.
- The school provides parents with good information about the curriculum and helping children at home.
- Good links with the pre-school and other local schools provide many benefits for pupils.

Commentary

24. Parents have very positive views of the school, the headteacher and staff. The school works well with parents, encouraging them to support the school through the parent-teacher association and by helping their children at home and at school. Parents assist in classrooms and with swimming and visits. Although parents have commented on the high level of staff turnover, they felt that the school had limited its effect on the children. The school provides a good range of information for parents through newsletters and other forms of communication, enabling parents to be kept well informed about events, the curriculum and homework.
25. There are good opportunities for parents to meet staff formally to discuss their children's progress at open and review evenings. They are also able to arrange informal meetings if they wish. The written annual reports for parents are satisfactory; they inform parents in general terms what their children have done, but do not always explain what the children can understand or give areas for improvement or development.
26. There are good links with the local pre-school group, and with the local junior school. The adjacent junior school shares the same parent-teacher association, many resources, including site management, school meals and the use of a swimming pool. Pupils visit the junior school frequently and the juniors attend events in the infant's school. Staff and pupils make visits to the junior school prior to transfer, which allows the children to adjust to the changes very easily. The headteacher and staff meet staff of other schools regularly in their local cluster group and the local area schools group meetings.
27. The school has good links with the local community. Visits are made locally and further afield to enrich the curriculum. Several visitors come into the school, including some representing a range of cultures, members of the emergency and caring services as well as sports trainers, authors, musicians and artists. The children entertain at a local residential home, visit the local church, and join local area sports fixtures, music and other events.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good. The leadership of the deputy headteacher is also very good. Leadership by subject and other managers has been constrained by the high level of staff absence.

Main strengths and weaknesses

- The headteacher has disseminated her vision for the school very successfully and has gained the full support of the school community.
- The systems for self-evaluation are appropriately driving the development of the school.

Commentary

28. The headteacher is a very competent leader. She has a very clear vision of good practice and has developed the school to a point where it is highly effective and is performing within the top 25 per cent nationally. She has maintained continuity of learning during a very difficult period of high staff absence by briefing and supporting temporary teachers well and helping them to implement school policy consistently. The deputy headteacher provides very good support and leads effectively by example. Senior management has created a competent teaching team that is properly meeting most learning needs.
29. The headteacher has created effective teamwork and support systems. Good use is made of staffing to release the deputy headteacher regularly from her class so that she can support the work of other teachers. Most recently she has supported teachers during action taken to raise achievement in writing and this has needed close cooperation and planning in several classes and with a number of teachers and assistants. There is a very strong emphasis on continued professional development and this is helping all staff to improve the quality of their work and implement school policy effectively. Induction for new and temporary members of staff is very good and resulting in smooth transition when new teachers take over. Recruitment and retention of teachers is well managed. Temporary teachers have been well selected to meet the needs of the school and to fit into the teaching team. This has been achieved through appropriate interview procedures and participation in wider recruitment and selection processes run by the local authority. The good opportunities for professional development are helping to retain teachers.
30. The systems for school self-evaluation are good. This is leading to senior management knowing how well the school is doing and what it must do to improve. There is careful and credible analysis of performance and assessment data, rigorous and systematic arrangements for monitoring and improving the quality of teaching, and appropriate arrangements for checking the quality of pupils' work. The arrangements for managing the performance of teachers and all non-teaching staff are effective. Good practice is identified and shared. Action to remedy shortcomings is prompt, effective, and tempered with realism. Some developments have been slowed during the past year by the absence of teachers, particularly in the Foundation Stage, but have not been halted altogether. Extra work has fallen on the shoulders of the headteacher and her deputy, resulting in effective developments in most subjects.
31. Governance of the school is satisfactory, with some good features, but is not looking far enough ahead with its strategic plans. Governors are helping to shape the generally direction of the school by vetting all school policies and ensuring conformity to agreed values and principles. There is good awareness of the strengths and weaknesses of the school. Some governors visit regularly and take considerable interest in the success of the curriculum. The arrangements for ensuring that statutory requirements are met are satisfactory. However, the governors have not grasped sufficiently the nettle of long-term strategic planning and still see the many uncertainties about the budgetary future as reasons for not planning beyond the current financial year. This is unsatisfactory and the large majority of the governing bodies nationally do not share this view.
32. Financial management in the short-term is satisfactory and the school is currently living well within its budget. The cost of educating each pupil is broadly average. A large surplus has accumulated. This is money for capital projects and is earmarked for improvements to the heating system and to windows. Some of this work has been completed and not yet paid for. The budget is being directed towards meeting the needs of pupils and is spent wisely. In the long-term, thinking is less clear and not enough well-informed planning is being done to prepare for various eventualities, such as a fall in pupil numbers because of demographic changes.

33. The impact of the high turnover of teachers and staff absences has been limited well by the school. The headteacher has ensured that teaching continuity has been maintained by her absorbing teaching duties and by ensuring that any new or supply teachers are prepared as well as possible for work in the school. Emphasis has been placed on continuing to provide pupils with consistent levels of quality care, support and discipline throughout the personnel changes. Parents have expressed their appreciation of these arrangements.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	531,551
Total expenditure	516,226
Expenditure per pupil (178 pupils)	2,900

Balances (£)	
Balance from previous year	88,407
Balance carried forward to the next	103,732

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. There are currently 60 children in the Foundation Stage in two Reception classes. Few children enter the Reception year with very low attainment. Many have high attainment for their age. Most children have pre-school and Nursery experience. The school draws its intakes from 21 private and state funded pre-school settings. Admission to the Reception year is in September. Provision in the Reception classes is good, with some areas of learning being very good. All children achieve well overall. The good provision in the Foundation Stage means that all children, including those with learning difficulties, make good progress. They are on course to attain well above average standards by the end of the Reception year in personal, social and emotional development; communication, language and literacy; and mathematical development. Achievement in knowledge and understanding of the world and in creative development is satisfactory. The provision for children to learn through physical activity outdoors is insufficient for their needs and this aspect of the Foundation Stage curriculum is not taught in full. The Foundation Stage has been without a coordinator for a number of months due to ill health. The headteacher and deputy headteacher have taken appropriate action to provide continuity in teaching and learning as far as is possible in the circumstances.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social, and emotional development is **good**. Achievement is good. Standards are well above average. Teaching is good. Improvement since the previous inspection is satisfactory.

Main strengths and weaknesses

- There are warm trusting relationships between all adults and children so that children are happy and confident.
- Very good development of children's self esteem and confidence in their abilities.
- The children's very good attitudes and behaviour contribute well to their achievements in all areas of learning.

Commentary

35. All children achieve well and the majority are on course to attain or exceed the national goals for early learning by the end of the Reception year. Over half of the children are likely to exceed the goals. The children's personal social and emotional skills are very good. There are warm, trusting relationship between children and adults. They act as good role models so that children behave well and are keen to learn. All children, including those with learning difficulties, make good progress in expressing their needs and feelings because of the trusting relationships. Children enjoy coming to school. The structured and staggered induction programme on entry into the school ensures that children have settled quickly and happily into school life. This is an important factor as they come from so many different settings. Parents have confidence in the staff because of the excellent home school links that have been put into place. The children show increasing levels of confidence. They can sit and concentrate in whole class sessions and when working as a group take turns and share with their peers. The establishment of good classroom routines teaches the children to concentrate and complete tasks. Opportunities for the development of independent skills are limited as much of the curriculum and teaching follows a formal structure.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Achievement is good. Standards are well above average. Teaching is good. Improvement since the previous inspection has been satisfactory.

Main strengths and weaknesses

- Speaking and listening skills are well developed.
- Children make rapid progress acquiring early literacy skills.

Commentary

36. The substantial majority of the children are on course to attain or exceed the national goals for early learning by the end of the Reception year and a substantial minority are likely to exceed them. All children achieve well and some very well. Progress in developing communication and language skills is rapid. All lessons are effective. Activities concentrate on improving reading and writing skills. Because of the ready availability of books and the numerous stories read to them, most children are able to handle books well and show an understanding of elements such as the characters and the order of the story. They recognise basic grammar such as capital letters and full stops. Their reading levels are high and many are well on the way to becoming fluent readers. The children's speaking and listening levels are very good. They have an extensive vocabulary and speak clearly and audibly with confidence and control. They are able to convey feelings and ideas well through talk. They listen well to stories and instructions and feel confident to share and listen to each other. Many are able to link letter sounds to read and write simple words and sentences and make reasonable attempts to write more complex words using their phonic knowledge. Most children form letters and words correctly and show good pencil control.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Achievement is good because of the effective teaching and this is leading to well above average standards. Improvement since the previous inspection has been satisfactory.

Main strengths and weaknesses

- A very good range of activities and resources supports the learning of number, shapes, space, and measures.
- There is a good use of mathematical language and knowledge of vocabulary.

Commentary

37. Nearly all the children are likely to attain or exceed the national goals for early learning by the end of the Reception year with over half exceeding this level. These proportions are well above those typically found. Progress is good and reflects the good quality of teaching and the enriched learning environment. Most children can count reliably up to 10 and beyond and have a good understanding of the mathematical vocabulary expected at this age. They can add two numbers together mentally and can record their addition in the correct written form. Their mental mathematics strategies are very good and most children can identify largest and smallest numbers from a list. They are able to use mathematical ideas and methods appropriately to solve problems. In practical role-play activities such as when buying items in shop, they could add up the cost of two items and the 'shopkeeper' was able to give change, demonstrating knowledge of subtraction. Other mathematical knowledge, such as the recognition of shapes, is equally well developed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

38. Achievement and provision are **satisfactory**. The substantial majority of children are on course to attain or exceed the national goals for early learning by the end of the Reception year. The proportions exceeding expectations are fewer than in the core areas of language and mathematical development but are nevertheless above average. Progress is satisfactory overall. There are some well-planned and focused teaching opportunities providing a range of activities to extend children's understanding of the wider world. There is a good use of the pond area to extend children's knowledge of plant and pond life. However planning shows insufficient provision for independent exploration and investigative work. This is a priority area of development identified in the school improvement plan. Teaching in this area of learning is satisfactory but tends to be over-directed by teachers and this limits independent exploration. Very good use of support staff ensures that everyone is fully included in the activities. Children are confident in making observations and can identify similarities and differences between plants around the pond, for example, but the questioning by teachers does not always give them the opportunity to express themselves. Children can use large and small construction equipment to build towers or houses but they are not regularly given the opportunity to select their own materials.

PHYSICAL DEVELOPMENT

39. The provision for this area of learning is limited. The Reception classes share a hard tarmac area with the rest of the school together with an enclosed area with climbing equipment. This is insufficient for their needs. The lack of a dedicated, safe and enclosed outdoor play area means that the nationally agreed curriculum for the Foundation Stage cannot be taught in full. Current opportunities for providing independent outdoor play as an extension of the indoor learning environment are inadequate. The playground is too large and cannot sustain independence safely for this age group. The nature of the outdoor site, when used, means that teaching assistants and teachers are relegated to supervisory roles and the play becomes over-directed. Planning related to outdoor provision is weak and there is often little purpose behind the activities.
40. Indoor provision for physical development is satisfactory but insufficient on its own. Weekly use is made of the hall and there are opportunities for children to use some tools and materials in classrooms. Within this context, children achieve satisfactorily but could do better. The majority of children are on course to attain the national goals for early learning but this represents insufficient progress given their attainment on entry. Most children have the dexterity and coordination to use basic tools such as scissors, paintbrush and pencils. Opportunities to decide for themselves which tools or materials to use, however, are limited and the provision is over directed by adults. This is preventing the most able from persisting with activities and excelling. In general, the children show appropriate levels of coordination and control in movement. They can climb and land confidently, demonstrate that they can travel over, under and through the climbing equipment, and show increasing control in throwing and catching objects when taught in formal physical education lessons. They are able to run, climb, jump but opportunities for working creatively and imaginatively are limited.

CREATIVE DEVELOPMENT

41. The evidence is limited and insufficient to comment on the overall quality and effectiveness of the provision. The majority of the children are on course to attain the national goals for early learning by the end of their Reception year and standards overall are average. The achievement of the majority is satisfactory but the more able could do better. The range of activities for creative and imaginative play is limited. Learning, particularly the opportunity to excel, is further constrained by over-direction by adults. The limited evidence shows a lack of independence in art, design, imaginative and role-play activities. Many paintings on display are all the same. Some children say that they were never allowed to choose when to paint. One remarked firmly that the teachers get the paints and then tell you what to paint.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**. Achievement is good. Standards are well above average. Teaching is good. Improvement since the previous inspection has been satisfactory.

Main strengths and weaknesses

- The learning needs of all pupils are effectively met.
- The teaching is consistently good in quality.

Commentary

42. Almost all pupils are achieving as well as can be expected in speaking, listening, reading, and writing. The average and more able pupils are fully challenged by the teaching and attain as highly as pupils of similar abilities in other schools. Progress over time is at least consistent with national expectations for almost all pupils and is better than that for about a third compared to their attainment on entry. The few pupils with learning difficulties are well supported, make good progress, and attain levels by Year 2 that are only slightly below those expected for their age. The few pupils with English as an additional language are mostly fluently bilingual and achieve as well as other pupils. Current standards in Year 2 are well above average with almost all of the pupils attaining or exceeding the nationally expected level in reading and writing, with nearly half in reading and just over a quarter in writing exceeding expectations. This is much better than most other schools, placing them in the top 25 per cent nationally.
43. Throughout Years 1 and 2, skills of speaking and listening are at least consistent with those expected for the respective ages. By Year 2, pupils are generally confident and willing to talk about their work or experiences in some detail and the majority are beginning to provide reasoned answers when talking about solutions to problems or when giving opinions and views. The more able talk with assurance in a range of settings and show understanding of the main points in discussion. All pupils are reasonably launched into reading and the vast majority of pupils are well launched. They read fluently and quickly for their age, with good comprehension, and are developing the skills to tackle unfamiliar words. Most can read information books for study purposes and can use index and contents effectively. The more able can read a range of texts accurately and can establish meaning of unfamiliar words from clues in the text. They show great interest in reading and sometimes read for pleasure. Almost all pupils can sustain their writing to a reasonable length for their age and show good accuracy in grammar, spelling, punctuation, and handwriting. The writing of the more able is beginning to be organised to suit its purpose, such as account, letter or story, and includes complex and varied sentences, often with good vocabulary, well-chosen words and punctuation such as commas and speech marks.
44. The teaching is good. Although there have been considerable changes in teachers within the school because of long term absences, senior management has reduced the impact on classes and there has been no loss of continuity or quality of learning. All teaching is well planned and systematic so that the lesson objectives are achieved. Pupils respond with interest, work hard, and complete tasks in the time available. Teaching assistants are well deployed, experienced, and knowledgeable. Leadership and management are effective. The school has not adopted the National Literacy Strategy. Its strategy for teaching literacy is, nevertheless, effective. Resources are good.

Language and literacy across the curriculum

45. A range of opportunities for using language and literacy are offered across the curriculum and most of these are beneficial to the achievement of pupils. In science, for example, pupils in Year 2 used their knowledge of contents pages, index and glossary to find out about specific plants and flowers. Sometimes, however, pupils copy text, such as in geography where most writing in the books is the same for each pupil. This misses an opportunity for independent writing and prevents the more able from excelling as well on these occasions as they do on others in English.

MATHEMATICS

Provision in mathematics is **good**. Achievement is good. Standards rise to well above average by Year 2. Teaching is good. Improvement since the previous inspection has been good.

Strengths and weaknesses

- Very high standards in mathematics by the end of Year 2.
- Very good achievement and progress is made by all pupils.
- Very positive pupil attitudes to learning contribute to high standards.

Commentary

46. All of the pupils are achieving consistent with their potential for learning. Current standards in Year 2 are high, with almost all pupils attaining or exceeding the nationally expected level for their age, including about half who exceed it. Those with low attainment on entry to the Reception year have made good progress over time and caught up with national expectations by Year 2. Many with typical attainment on entry have excelled and attain above national expectations. This reflects the effective, often very effective, teaching they receive. The high standards attained in the 2003 national tests have been sustained. The early indications for 2004 are that even more pupils have attained the nationally expected level and about the same proportion have exceeded it. Pupils' attitudes and behaviour in lessons are very good. They are extremely positive, clearly enjoy the subject, and work well together in whole class or group as well as independently.
47. Nearly 90 per cent of pupils make or exceed the expected amount of progress over time and at least a third of pupils make better than expected progress. On average, the pupils are working at least one or two years ahead of similar pupils nationally. There are no significant differences between the achievement of boys and girls. All pupils achieve equally well including those with special educational needs and English as an additional language. This indicates good improvement from the position at the time of the last inspection.
48. The quality of teaching is good overall. All lessons were well planned and thoroughly prepared with well-matched activities. In a very good lesson on money in Year 1, the teacher's well-developed subject knowledge enabled her to use a wide range of open-ended questions that challenged all of the pupils. They were encouraged constantly to provide alternative methods of working out answers to money problems and to explain their workings. Pupils showed a good understanding of making amounts of money up to 20p and many could identify change given from 10p and 20p. In another very good Year 1 lesson, pupils demonstrated their excellent number knowledge when talking about the number 135 and pointing out that there were no even numbers in it. Many independent learning opportunities in this lesson maximised the pupils' use and application of their mathematical knowledge. This teacher demonstrated very well chosen teaching methodology which challenged and extended pupils' learning. In a good lesson in Year 2, all of the pupils were able to count in 10s, for example from 92 to 202, had a good understanding of hundreds, tens and units, and could round numbers such as 560 to the nearest 100, with the more able pupils confidently explaining values in four-digit numbers. This

level of knowledge is considerably in advance of that which is typically found in this year group in other schools.

49. The coordinator of mathematics was absent so no judgment can be made about leadership. The subject is well managed and this has enabled standards to be maintained during the coordinator's absence. The school's systems have proved very robust. Assessment in mathematics is good. Teachers feedback to individual pupils during lessons so that they understand how well they have completed work. They regularly evaluate how well pupils have progressed in lessons through recording their observations onto weekly planning sheets. This ensures that assessment informs the next stage of learning for pupils. Termly targets are set and reviewed by senior management and this has enabled progress to be monitored closely. There are a good and varied range of resources and equipment to help pupils and assist learning.

Mathematics across the curriculum

50. The use of mathematics across the curriculum is satisfactory. In science, for example, knowledge of graphs and charts is used to present findings from investigations.

SCIENCE

The provision in science is **good** and this is leading to good achievement among the pupils. Standards are well above average, showing good improvement since the previous inspection.

Main strengths and weaknesses

- Almost all of the pupils are working to their potential.
- Management of the subject is good.
- The good teaching is helping pupils make quick progress.

Commentary

51. Pupils of all abilities work hard and achieve well in learning about life processes and living things; materials and their properties; and physical processes. By Year 2, almost all of the pupils attain or exceed the nationally expected level including about half who exceed expectations. This continues a trend of improvement since 2002. The pupils in Year 2 have satisfactory research skills when using books to gather information. Over direction in the teaching, however, is limiting some aspects of this attainment target, particularly the ability to design experiments and follow individual lines of enquiry. The teaching places a strong emphasis on factual knowledge and sometimes this is at the expense of investigative skills. Because of the emphasis on facts, the pupils are acquiring generally good knowledge of life forms and living things. They know about the life cycle of plants, for example, and the requirements of plant life in order to grow. Knowledge of materials and their properties is consistent with expectations. Through investigations into ice, for example, they understand that the properties of some liquids change with temperature. From investigations using batteries and bulbs they are beginning to understand physical processes such as electricity.
52. The subject has an appropriate action plan, which is used along with a detailed programme of work so that opportunities for all pupils to extend scientific skills are increased and the subject continues to develop. The school has established clear priorities further to raise standards. They are based on close monitoring of the subject, looking at pupils' work and teachers' planning, and include the development of assessment in science so that the pupils' progress can be tracked and learning targeted more effectively for each pupil. Targets are set for all pupils and monitoring shows over 90 per cent of pupils meet their targets.
53. To meet the needs of all pupils, teachers plan their work together carefully, matching the aims and assessment information with appropriate resources and activities. Pupils experience a

wide and extensive coverage of the science curriculum, which engages their interest and contributes to the very good standards attained. Pupils have a variety of opportunities to present and record their findings; for example, in Year 2, they incorporate mathematical skills to draw graphs. Generally, pupils' work is well organised and presented. It is consistently dated to enable teachers to measure pupils' knowledge and understanding and monitor progress more readily. Lessons start with teachers telling pupils what they will learn and how it fits in with previous learning. Effective questioning is well used to promote learning. Scrutiny of work shows that teachers structure learning effectively, which results in pupils making good gains in their knowledge and understanding in lessons. All pupils achieve well in Year 1 and Year 2 and make very good progress. Across the school pupils benefit from impressive and informative displays, which not only celebrate their achievements but also stimulate their scientific thinking and extend their knowledge and understanding. Science work is linked well to other subjects.

54. Pupils enjoy science. Those in Year 2 say it is a favourite subject and believe they have "learned lots in science in the school". For example, they know how to complete a simple electrical circuit so that the bulb lights and have learned about the life cycles of such as the butterfly and frog. The school has established a good outdoor resource for science, which is very well used. The pupils understand the importance of maintaining the school pond as a natural habitat for a number of living things. Resources overall are good. Relationships between teachers and pupils are very good which enables teachers to maximise the use of time and reinforce the lessons' learning objectives. Pupils work very well together, sharing tasks and show care and respect for plants and other forms of animal life. These lead to a better learning environment where progress is accelerated and improved. The subject manager was absent during the inspection and so leadership cannot be assessed. Management has continued because of the extra efforts of the headteacher and her deputy and maintained standards during a period of considerable staffing difficulty.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. Achievement is satisfactory. Standards are average.

Main strengths and weaknesses

- The subject is being used well to support learning in other subjects.

Commentary

55. The pupils are acquiring a broad and appropriate knowledge of the subject and almost all of them are attaining or exceeding the nationally expected level for their age. Pupils in Year 2 have the knowledge to gain access to the Internet, use search programs efficiently with the more able keying in well framed questions. All of the pupils are confident users of computers and other forms of technology. They have typical keyboard and computer mouse control skills for their age and understand the basic procedures for selecting and using the programs available to them. The pupils have satisfactory experience of using word processing, generating graphs and charts, handling numbers, and using equipment such as a digital camera.
56. The teaching, together with teachers' subject knowledge and expertise, is satisfactory and has been sustained adequately during a period of high teacher turnover. The school does not have a computer suite and resources are distributed throughout the classrooms. Teaching and learning mainly occur as part of lessons in other subjects, often supported by teaching assistants, and so evidence is limited. The teaching is implementing the programme of study satisfactorily and pupils' learning needs are generally being met. The subject has been a focus of school improvement work and development has been satisfactory. The coordinator was absent during the inspection.

Information and communication technology across the curriculum

57. Use across the curriculum is generally good. The location of computers in classrooms enables ready access and support in other subjects. Information and communication technology is being used appropriately to support learning in mathematics and science as well as in humanities and arts subjects.

HUMANITIES

58. Neither **history** nor **geography** was a focus of the inspection and so no judgement about the quality of teaching or the provision can be made. Two lessons in history were seen and none in geography. The lessons in history, both in Year 2, were taught by a visitor from a history society. These were greatly enjoyed by the pupils and the lessons were suitably enriching experiences. The pupils' work in history and geography in Year 2 reveals standards that are above average. Records show that the programmes of study in both subjects are taught in appropriate depth over the course of the school year. Teachers plan together and there are clear links made between history and geography and the other subjects, particularly literacy and science. Work in geography is closely linked to pupils' developing science skills. Very good use is made of the school's outdoor environment. The school places a positive emphasis on practical activities and encourages pupils to discuss and share ideas. There is a very good range of opportunities, incorporating visits and visitors, to reinforce and extend pupils' geographical and especially, historical knowledge and understanding.

Religious education

Provision in religious education is **satisfactory**. Achievement is satisfactory. Standards are average. Statutory requirements are met. Improvement since the previous inspection has been satisfactory. Leadership and management of the subject are satisfactory.

Main strengths and weaknesses

- Pupils' competence in literacy helps them to express their feelings and views well.

Commentary

59. Standards in religious education are satisfactory and in line with those expected in the locally agreed syllabus, which the school follows appropriately. This syllabus is predominately learning about Christianity and making comparisons with a few other religions such as Judaism and Hinduism.
60. The teaching is satisfactory overall though there were occasions when opportunities are missed to allow the more able pupils to reflect further on the lesson content and so extend their understanding. In a Year 1 lesson, the pupils demonstrated appropriate knowledge of influential religious people such as Mother Theresa, concluding that if people were poor and sick Mother Theresa would always help them, and they were also able to discuss events in the life of St George. In a good lesson in Year 2, the pupils could identify and discuss the meanings of religious symbols connected with baptism. In this lesson, confident and imaginative teaching led to high level of interest from pupils, who had ample opportunity to discuss the rituals of Christian baptism following on from watching a baby's baptism in the local church. There was a good focus on the spiritual elements of the ceremony and pupils were able to identify that it was giving thanks to God for the gift of a baby. The teacher used open-ended questioning effectively to promote this reflection. She used a good range of artefacts, photographs of the visit and computer programs to promote pupils' interest and learning. The pupils' attitudes and behaviour are good and they are keen to share their opinions and views. Their excellent speaking and listening skills enable them to do this with confidence and some degree of aptitude.

61. Pupils' work indicates that there is little difference in tasks set for differing abilities of pupils and that this is limiting the challenge for the more able. All work follows the same format and often all the pupils copy the same sentence as a means of recording work. Teacher assessment is satisfactorily undertaken at the end of each unit of work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. Art and design, design and technology, music and physical education were not a focus of the inspection. Work in these subjects was sampled but not enough lessons were seen to form a view about the quality of teaching or provision. No lessons were seen in **music** or in **physical education** and so no judgements about achievement or standards can be made in these two subjects.
63. In **art and design**, the sampled work points to average standards and satisfactory progress over time. Pupils were seen using art for illustrative purposes in other lessons such as science, where they drew plants and flowers. During these lessons, the pupils demonstrated a range of representational skills, with the majority being able to draw with typical accuracy, control and eye for detail for their age. The range of media and techniques that are taught is consistent with the programme of study for this subject. Displayed work is typically of good quality though all pupils tend to complete work to a similar specification. Work on display shows that most pupils in a class or year group tackled similar projects and produced similar outcomes. While this shows efficient teaching of basic skills and techniques, it is allowing insufficient room for pupils to develop imagination and creativity, which need frequent opportunities for independent choice over media, materials and equipment.
64. In **design and technology**, the standard of work is of above average quality. The pupils' work in Years 1 and 2 is well presented and indicates that there is an appropriate range of experiences and tasks provided and that the teachers plan their work together, making many meaningful links with other subjects. The pupils have opportunities to make their own choices and evaluate their own work within the design and making process, which is taught in a consistent way. Pupils have a very good attitude towards the subject and enjoy practical group activities.
65. No judgment can be made about **music** as no evidence was available during the inspection. In assemblies, pupils' singing was of a satisfactory standard and in tune with appropriate tempo and dynamics. They know many songs by heart and clearly enjoy singing. The school has taken part in music festivals and attended musical events at the Barbican. The school runs a before school recorder group and violin lessons for those who wish to learn an instrument.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. The provision is **good**. Expectations about behaviour and relating to each other are clearly promoted and communicated. Issues of right and wrong are frequently discussed and this is helping with the development of values and moral principles. Opportunities for collaborative work in lessons are generally planned well and there is a good emphasis on sharing and considering others. This permeates most aspects of school life. There are sensible opportunities for pupils to experience having responsibility and making a contribution to the development of the school. The programme for personal, social and health education is appropriately planned. Much of the provision is built into the curriculum for other subjects. In addition, there are dedicated lessons each week. The quality of these is generally good and they allow pupils to share and discuss matters that are relevant to their personal development.

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