

# INSPECTION REPORT

**STRAND-ON-THE-GREEN INFANT AND NURSERY  
SCHOOL**

Chiswick

LEA area: Hounslow

Unique reference number: 102504

Headteacher: Mrs J Davies

Lead inspector: Mrs J Gill

Dates of inspection: 28<sup>th</sup> - 30<sup>th</sup> June 2004

Inspection number: 258051

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	291
School address:	Thames Road Chiswick London
Postcode:	W4 3NX
Telephone number:	(0208) 9947 921
Fax number:	(0208) 9960 365
Appropriate authority:	The governing body
Name of chair of governors:	Ms J Manfield
Date of previous inspection:	17 <sup>th</sup> June 2002

## CHARACTERISTICS OF THE SCHOOL

Strand-on-the-Green Nursery and Infant School is situated in Chiswick, London. It is a diverse and multicultural urban school with many of the pupils coming from the local area, although a significant number come from the local authority tower blocks in Brentford. Over 50 per cent of pupils are from minority ethnic backgrounds. This is much higher than national norms and also higher than at the time of the last inspection. The school celebrates the social, cultural and religious diversity of its pupils. Sixty-five pupils speak English as an additional language and 37 are at an early stage of English language learning. This is very much higher than in most schools. There are many languages spoken in the school but the most common ones are Arabic, Somali and Punjabi. Currently, 259 pupils attend the school, with a few more girls than boys. In addition there are a further 64 children who attend the Nursery part-time. The school is about the same size as at the time of the last inspection and bigger than most primary schools. There are nine classes, three in Reception and three in each of Year 1 and 2. Children enter the Nursery with attainment that is below average, particularly in language and social skills development. This is lower than previously but reflects the high percentage of pupils who speak English as an additional language, the changing population in the area and families that are choosing to attend the school. The socio-economic profile of families is very mixed. Mobility is high; there are around 20 per cent of pupils that either move into or out of the school at times other than the usual transfer times. High mobility is due to families being re-housed or living in temporary accommodation. Forty-seven pupils joined the school and 40 left during the last year. Staff have identified one of the barriers to learning as the number of pupils who join and leave the school at times other than the usual ones. The number of pupils eligible for free school meals is currently around 22 per cent, which is slightly above average. There are 46 children with special educational needs; the percentage of pupils identified as having special educational needs is just above the national average. This includes four pupils with statements of special educational needs. Pupils' needs include speech and communication delay and a number with social, emotional and behavioural difficulties. The school, in recognition of its achievement in the core subjects of English and mathematics recently received the Basic Skills Quality Mark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18706	Mrs J Gill	Lead inspector	Art and design History Physical education The Foundation Stage
9881	Mrs P Goldsack	Lay inspector	
13754	Mrs J Morris	Team inspector	Mathematics Information and communication technology Design and technology Music Personal, social and health education
6169	Dr M Bradshaw	Team inspector	English Science Geography Religious education
22476	Mrs S Vale	Team inspector	Special educational needs English as an additional language

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Strand-on-the-Green is a very good school.** Standards in English and mathematics are above average and have improved faster than the national trend at the end of Year 2. In recognition of its effectiveness the school recently received the Basic Skills Award. Inspection evidence confirms that the trend is set to continue. Pupils' achievement is particularly good given the high proportion entering with English as an additional language and moving into and out of the school during the school year. The headteacher is a very effective leader and manager and with her deputy, staff and governors strongly ensures that every child, regardless of ability, gender or ethnic background, is fully included in all aspects of school life. The pupils enjoy coming to school, they behave well, learn effectively and achieve well. The school gives very good value for money.

#### The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average but average in science.
- Children have a good start to their schooling in the Nursery and Reception classes.
- The headteacher provides very strong leadership and is strongly supported by the deputy headteacher, staff and governors.
- There is an outstanding commitment to equality of opportunity; this helps all pupils achieve well.
- Provision is good for pupils with special educational needs and for those who speak English as an additional language, which help them to make good progress.
- Teaching has improved since the last inspection; over 80 per cent observed was good or better.
- The partnership with parents is very good and strongly contributes to their children's learning.
- The school is a very supportive and caring community where safety and well being of all pupils is paramount.
- There is not enough consistency in the teaching of handwriting.
- There are insufficient planned opportunities for pupils to develop their mathematical and scientific investigative skills.
- There are too few opportunities for pupils to use numeracy and information and communication technology (ICT) skills in other subjects.

The school has improved very well since the previous inspection. Previously it was underachieving because standards in English and mathematics, although improving, were not high enough. They are now above average and all pupils achieve well. Standards have improved in ICT and are now average. The quality of teaching has improved and is good throughout the school. The school has tackled the unsatisfactory attendance very well and rates are now good. Monitoring by the senior management team has improved, which has been instrumental in raising standards. Aspects of the accommodation have improved but there are still outstanding issues to address.

### STANDARDS ACHIEVED

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

mathematics	D	E	B	A
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*Key: A\* – very high; A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils achieve well throughout the school.** When children enter the Nursery, attainment is below average, particularly in language development and social skills. Children achieve well and by the end of Reception, most children are likely to achieve the early learning goals and a few are likely to exceed them. Strategies put into place to raise attainment in English and mathematics have been effective. In the 2003 national tests, when compared to similar schools, pupils achieved very highly in reading and well above that expected in writing and mathematics. Teacher assessment in science indicated standards were about average. The improvement noted in the 2003 tests has continued. Inspection evidence shows that by the end of Year 2, standards are well above average in reading, above average in writing and mathematics and average in speaking and listening and science. However, pupils' use of joined handwriting is limited and their investigational skills in mathematics and science are not sufficiently developed. Standards in design and technology, history, ICT, music and physical education are in line with those expected by the end of Year 2. No judgement could be made in art and design and geography. There is limited use of numeracy and ICT skills in other subjects. Standards are in line with the expectations of the locally Agreed Syllabus in religious education. Work is matched well for all pupils and their progress tracked effectively. This means pupils with special educational needs, those from minority ethnic backgrounds and those who speak English as an additional language achieve as well as other children. Higher attainers are sufficiently challenged and achieve well, as evident by the high number gaining Level 3 in the tests. Boys and girls perform similarly.

**Pupils' personal qualities, including their spiritual, social and cultural development, are good. Their moral development is very good.** Pupils have positive attitudes to work and behave well. Relationships between pupils and staff are very good which means that all pupils are happy to discuss their own customs and beliefs. Bullying and other forms of antagonism are dealt with very swiftly. Attendance rates are now good but there are a few problems regarding punctuality.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good. Teaching is good** and helps pupils to learn effectively. Pupils with special educational needs and those who speak English as an additional language are taught well. Assessment procedures are good overall but very good in English and the Foundation Stage. The Foundation Stage curriculum is good and it is satisfactory in Years 1 and 2. Enrichment of the curriculum is good and enhances pupils' experiences well. The school is a very supportive and caring community where pupils' welfare is paramount. There are very positive partnerships with parents and good links with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher is a very effective leader, who manages the school very well. She is strongly committed to raising standards and promoting inclusion and is well supported in her vision by the deputy headteacher, senior managers, staff and governors. Very effective management and leadership of the Foundation Stage and English have ensured much improved provision and standards. Good leadership by



many other co-ordinators has helped the school make significant progress in the last two years. The governing body is well organised and has a good understanding of the school's strengths and weaknesses.

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

**Parents have very positive views of the school.** In questionnaires, at the parents' meeting and when spoken to during the inspection, they were very complimentary about all aspects of the school. **Pupils are very pleased with their school.** They enjoy school and have confidence in all adults working there. Inspection evidence fully supports the positive views of parents and pupils.

## **IMPROVEMENTS NEEDED**

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

- Improve the regularity and consistency of approach when teaching handwriting.
- Ensure pupils have more planned opportunities to develop mathematical and scientific skills.
- Increase the use of numeracy and ICT skills across the curriculum.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS**

At the time of the previous inspection, the school was found to be underachieving because many pupils in Year 2 had made insufficient progress since they entered the school. The headteacher, deputy headteacher, staff and governors have worked very effectively and with great determination to ensure pupils achieve in all aspects of school life. The school has been successful; achievement for all pupils in the Foundation Stage and Years 1 and 2 is now good. By the time pupils leave the school in Year 2, they achieve above average standards in English and mathematics. There are no significant differences between the performance of girls and boys and that of pupils from minority ethnic groups or those who speak English as an additional language. Pupils with special educational needs and higher attainers have their needs met effectively, which mean they achieve well.

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

- Standards in English and mathematics are above average.
- Standards have improved since the last inspection and the trend for improvement is above that found nationally. Inspection evidence confirms this trend.
- Children in the Foundation Stage<sup>1</sup> achieve well in all areas of learning, giving them a good start.
- Pupils throughout the school achieve well, including pupils with special educational needs, higher attainers, those from a minority ethnic background and those who speak English as an additional language.

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<sup>1</sup> Foundation Stage – includes children from three-years-old to the end of Reception. The curriculum is set out under six areas of learning, which leads into the National Curriculum when children enter Year 1.

- Pupils achieve much higher standards in English and mathematics than those in similar schools<sup>2</sup>.
- Pupils' investigation skills in mathematics and science are not as well developed as other aspects of the subjects.
- Inconsistency in teaching handwriting means little of pupils' writing in other subjects is joined.

## Commentary

### Key Stage 1 test results

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

Standards in:	School results	National results
reading	17.1 (15.2)	15.7 (15.8)
writing	15.3 (14.1)	14.6 (14.4)
mathematics	17.3 (15.5)	16.3 (16.5)

*There were 81 pupils in the year group. Figures in brackets are for the previous year.*

1. In the 2003 national tests, Year 2 pupils achieved well above average results in reading and above average results in writing and mathematics. When compared to similar schools, the 2003 results in reading were very high. Those in writing and mathematics were well above the average of similar schools. Teacher assessment in 2003 showed that pupils achieved standards that were about average in science. The 2003 results were very good results, as there was a far higher proportion of pupils who speak English as an additional language, than is the case nationally. The school row has far more pupils who speak English as an additional language and those with special educational needs than at the time of the last inspection. In addition there are far more pupils that move into and out of the school other than the usual time of transfer. Results in the 2003 tests represent good achievement from a low starting point in Nursery and Reception, particularly in language development. Against all of these factors, standards have risen well over the last three years at a rate faster than that nationally expected. Rigorous strategies were put into place, following extensive analysis of test data, to address the underachievement that was found in the previous inspection. From present inspection data and early indications of data from the 2004 tests, it would appear that the school has been successful in continuing the upward trend. More pupils have gained the higher levels than in the 2003 tests, therefore confirming that all pupils are being challenged sufficiently, including the higher attaining pupils.

### Inspection findings

2. Children enter the Nursery with below average attainment, particularly in language development and social skills. The reason for attainment being low is that, for a high proportion of the children, English is an additional language and they speak another language at home. There is a strong emphasis on the development of language by all staff, which helps children to communicate more effectively in English. Children achieve well in the Nursery and some reach the early learning goals by the time they enter Reception. In these classes, children continue to make good progress through all areas of learning. Teachers have very high expectations of the children's behaviour and their attitudes towards learning; they are particularly skilled at promoting personal, social and emotional development. This is helping

<sup>2</sup> Schools with a similar percentage of pupils who are eligible for free school meals.

children become independent, achieve well and enjoy their learning. Children achieve particularly well in developing their language and social skills, considering their low start on entry into Nursery. By the end of Reception, the majority are likely to achieve all the early learning goals with a few exceeding them. Standards are broadly average by the end of Reception.

3. Following the last inspection it was necessary for the school to put into place rigorous strategies to raise standards in English and mathematics. There has been a strong drive to raise standards, which have been very effective. Inspection evidence shows that standards are well above average in reading and above average in writing. Although a joined script is being taught, it is very rarely transferred to work in English and other subjects. Pupils use their literacy skills well and use different styles and for different purposes in other subjects, such as diary writing in history and reports in science. In mathematics, whilst standards are above average, inspection evidence shows that there were some weaknesses relating to the development of pupils' problem-solving and investigative skills. In addition, pupils do not use their numeracy skills sufficiently in other subjects. In speaking and listening and science, standards are average overall. In science, pupils' knowledge is above average but their scientific skills are not as well developed.
4. All pupils throughout the school achieve well. This is because the school strongly promotes equality of opportunity and work is matched well for all pupils. In addition, the data from effective tracking of pupils' attainment and progress are used well to inform planning. No significant differences were noted between the performance of boys and girls. Higher attaining pupils are obviously being challenged well, as evident by the high percentage attaining Level 3 in the national tests and borne out by inspection evidence.
5. Sixty-five pupils speak English as an additional language and of these 37 are at an early stage in their learning. A small number of children who start school other than at the usual time have not had any form of previous schooling. Good provision is made for them. This is a great improvement than at the time of the last inspection. The school celebrates the rich variety of home languages spoken with multilingual notices, displays, books and artefacts from other cultures. These lead to a respect for other languages and cultures amongst children, and make those new to the school feel welcome. Many children make good progress in developing their spoken English, through good, well-planned activities to support them. They make rapid progress, achieve well and reach standards equivalent to their peers.
6. Pupils with identified special educational needs are well supported and make good progress. The school data for the Year 2 results over time show that some pupils who were in the school at the end of the Foundation Stage were achieving lower results than the national average. Of these there were some pupils who demonstrated good progress by achieving higher than average results in the national tests. This represents good value added to their learning through the effective teaching strategies employed by staff.
7. In the foundation subjects<sup>3</sup>, with the exception of art and design and geography where a judgement could not be made, standards are in line with those expected nationally at the end of Year 2. In information and communication technology (ICT), pupils achieve well and now reach standards in line with that expected, which is an improvement from the last inspection. However, there is insufficient use of ICT skills in other subjects. Religious education makes a positive contribution to pupils' personal development, including their

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<sup>3</sup> Foundation subjects include art and design, design and technology, geography, history, ICT and physical education.

understanding of a range of cultures. They achieve well and by the end of Year 2, pupils' attainment is in line with the expectations, as set out in the locally Agreed Syllabus.

## PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are **good**. Their attendance is **good**. Pupils' personal development including spiritual, social and cultural development is good overall and their moral development is **very good**.

### Main strengths and weaknesses

- The school's very good efforts to improve attendance are successful.
- Pupils enjoy school and participate fully in lessons and other activities.
- Overall, behaviour is good and pupils know that they are expected to behave well.
- Very good moral development creates an environment with a very high level of racial harmony.
- Very good relationships ensure that pupils value each other's feelings, values and beliefs very highly.
- Good spiritual awareness promotes respect and empathy.

### Commentary

8. Pupils' attendance at the time of the inspection was above the national average and reflects continuous improvement. The school works hard to make sure all parents understand the importance of prompt, regular attendance. Their efforts include continual reminders to parents, effective support from the education welfare officer and a reward scheme for pupils. The rate of unauthorised absence is higher than average because the local education authority does not condone any holiday absence during term time. Punctuality is satisfactory and most delays are caused by traffic congestion. The school made good progress in improving attendance and punctuality since the last inspection and considering that many families arrive and depart at different times of the year their success is particularly noteworthy.

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

Authorised absence		Unauthorised absence	
School data	5.9	School data	1.2
National data	5.4	National data	0.4

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

9. Pupils' good attitudes toward learning have been maintained since the last inspection and parents confirm that their children like coming to school. In lessons, they listen carefully to their teachers and set to work purposefully. They are keen and willing learners. All pupils of whatever ability, race or gender are fully included in all aspects of the school. The attitudes and behaviour of the children in the Foundation Stage are good. Staff have very high expectations of the way children behave and how they approach their activities. This means children make good progress and the majority are likely to achieve the early learning goals by the end of Reception in personal, social and emotional development.
10. Overall, pupils are well behaved in lessons and at other times. Their very good moral development results in an orderly community with a good atmosphere for learning. Pupils are well aware of the school rules and good behaviour is praised and reinforced throughout the day. The school strategies to improve discipline are successful and

behaviour is better than it was during the last inspection. Members of staff apply the rules consistently and fairly and there are no longer inconsistencies in behaviour management. Pupils' hard work and good behaviour are rewarded in the weekly good news assembly. Bullying occurs only rarely and is quickly corrected according to anti-bullying guidelines. Parents expressed positive views about pupils' behaviour in school. Pupils enjoy learning about their classmates' different backgrounds and racial and cultural diversity is welcomed and celebrated. There were two fixed exclusions involving one child over the last reporting year.

- Pupils with identified behavioural difficulties are well supported by teachers and assistants. They employ an appropriate range of strategies for improving behaviour and teachers and adults carry these out consistently. Teachers know their pupils well and adapt methods and responses accordingly. For instance, one pupil in a physical education session in Year 2 did not join in. It was explained that this pupil has difficulty with new or different routines and needs to watch what happens first.

## Exclusions

<i>Ethnic background of pupils</i>	<i>Exclusions in the last school year</i>		
Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	84	0	0
White – Irish	1	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	6	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	11	2	0
Black or Black British – any other Black background	3	0	0
Chinese	2	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	3	0	0

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

- Pupils' personal development is good and parents agree that the school helps their children to become mature. Spiritual development has improved significantly since the last inspection and is now good. Pupils explore opportunities to reflect on human values in assemblies and circle time (when pupils discuss and debate various issues during a set lesson) and in lessons such as English and history. They display empathy for those in need and fund raise for a charity each year. The very good relationships within the school

mean that pupils from all backgrounds are comfortable discussing their own customs and beliefs.

13. Pupils' good social development is evident in the way pupils participate well in different settings. They work productively in small groups and in pairs. For example, in a Year 2 music lesson groups of pupils worked together to create their own musical compositions and then took turns performing for their class. Pupils move about the school site sensibly and contribute their ideas about school life via the School Council. An interesting range of visits and visitors helps to extend pupils' understanding of British and western culture. These include important sites such as Hampton Court Palace and the National Science Museum. Pupils learn about other cultures through the study of the world's major faiths in religious education lessons. Library books, displays and visits from community members help them to appreciate the diversity of modern United Kingdom society and promote positive images.
14. The rich diversity of cultures found within the school is celebrated through a variety of ways. Many children participate in the community dance events, which are held at the school to celebrate dance and music from different cultures. Children also participate in dance events organised by the local education authority. Other recent events include parents providing international food for the summer fair.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

### **Teaching and learning**

Overall, the quality of teaching and learning are **good**. There is a much higher percentage of good teaching since the last inspection. Teaching has improved throughout the school. Assessment procedures are **good** overall but very good in English and the Foundation Stage. Pupils' progress is tracked effectively and action taken to address individual needs.

### **Main strengths and weaknesses**

- The quality of teaching is good, which has had a positive impact on standards pupils reach.
- Monitoring of teaching and learning is rigorous and has contributed towards improvements in the quality of teaching.
- Teachers teach basic skills well, contributing to higher standards in English and mathematics.
- Teachers promote equality of opportunity very well, this means pupils with special educational needs and those who speak English as an additional language are taught well.
- Teachers overall, have very high expectations and offer all pupils good challenges.
- There is not enough consistency in the teaching of handwriting.
- There are insufficient opportunities for pupils to develop their problem-solving and investigative skills in mathematics.
- Scientific skills are not taught in a way that ensures their consistent and logical development.
- Teaching of numeracy and ICT skills is insufficient in other subjects.
- Assessment procedures are very good in English, and good in mathematics.

## Commentary

### Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (14%)	37 (66%)	10 (18%)	1 (2%)	0 (0%)	0 (0%)

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

15. The table above indicates the quality of teaching seen across the school. Teaching and learning are generally good throughout the school. There has been an improvement in the percentage of good teaching seen since the previous inspection. This is because there has been rigorous monitoring of teaching and learning by the headteacher, senior managers and the local education authority advisors. This coupled with very effective performance management, very good induction and training has contributed to the good quality of teaching now evident throughout the school. Teachers have good subject expertise in English and mathematics and use the National Literacy and Numeracy Strategies effectively, which is an improvement. However, there is inconsistency in the teaching of handwriting and often long gaps between entries in pupils' handwriting books and in mathematics, there are insufficient opportunities for pupils to develop their problem-solving and investigative skills. Some weaknesses remain in the teaching of scientific skills. They are not taught in a consistent manner to ensure the gradual development and use of them. Teaching of literacy skills is good but there is insufficient emphasis on teaching numeracy and ICT skills in other subjects.
16. Very good relationships and generally an insistence on high standards of behaviour mean pupils have positive attitudes to learning, enjoy their lessons and behave well. However, there are occasional lapses in pupils' generally good behaviour. For example, in two physical education lessons, a minority of pupils found it difficult to concentrate during the lesson and not all paid attention to the teachers' instructions. In the best lessons, challenging activities and the lively approach enthused pupils and helped them move forward in their learning.
17. Planning is much more effective now and there is good consistency of curricular content between classes in each of the year groups, which ensures very good equality of opportunity for all pupils. Learning objectives are shared with pupils well and returned to at the end of the lesson. This helps pupils to have a good understanding of what they are learning and how well. For example, at the end of a Year 2 history lesson, the teacher showed a photograph from the past or present, children then held up a card stating whether it was from 100 years ago or today.
18. Teachers cater for children from minority ethnic groups and those who are new to learning English well. In the better lessons, plans are carefully made so that specific vocabulary needed by children to be able to understand the lesson is taught effectively and clearly. For example, in a Year 1 lesson involving language, science and information and communication technology, pupils in the early stages of learning English received very good support from the teacher with responsibility for English as an additional language. First hand experiences involving all of the



children's senses, and the teaching of specific vocabulary such as petals and leaves, when learning about plants, enabled these children to have equal access to the curriculum and to achieve as well as their peers. This is a good way of including all children within the lesson and of allowing full participation in the learning process.

19. Pupils with special educational needs are taught effectively and their achievement in learning is good. This progress is the result of work being consistently matched to their needs and their learning styles taken into account. Pupils are given good structures to move from one step to the next and good planning ensures that they are able to achieve to the best of their ability. Teachers plan work effectively for pupils with special educational needs and for teaching assistants working in groups. Questions for these pupils are appropriately framed so that understanding is supported. They have appropriate targets set for day-to-day improvement and know what they must do to achieve this. The ethos of the class provides a risk free atmosphere in which they can try out answers without fear of failure.
20. Assessment in Years 1 and 2 is good overall. It is very good in English and good in mathematics. There are now thorough whole-school procedures that have been implemented by the assessment co-ordinator. Test results are analysed very carefully and from these both predictions of pupils' performance and targets are set and shared with parents and their children. Improved individual pupil tracking and monitoring highlight any dips in performance, which are rapidly addressed. There is a range of satisfactory systems, recently introduced, used to assess pupils' progress in other subjects. Pupils who have special educational needs benefit from regular assessment and from regularly reviewed individual education plans. The plans are discussed by the Special Educational Needs co-ordinator and the class teachers prior to reviewing with the parents at consultation meetings. The progress of minority ethnic children is regularly assessed, and parents are kept informed of their children's progress.
21. Assessment procedures in the Foundation Stage are very good. They are begun in Nursery and continued in Reception and are based on the recommended guidance for the six areas of learning. Information is collected initially from home visits and pre-school settings. There is an effective range of assessment records based on detailed observations, tick-sheets and staff noting significant achievements. The staff know the children very well and use their knowledge to plan work so that there is a good match of activities, which helps all the children to make good progress. This is especially important as many children start in the Foundation Stage speaking little or no English.

## **The curriculum**

Provision for meeting the curricular needs of pupils is **satisfactory**. It is now **good** in the Foundation Stage. The opportunities for enrichment of the curriculum are **good**. There are **good** links with partner institutions. Accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- The school provides a very good level of opportunity and access to the curriculum for all its pupils. The school is fully inclusive.
- There is good provision for pupils with special educational needs, for pupils whose home language is not English and higher attainers.

- There is a good level of enrichment of the curriculum through educational visits and through initiatives with other schools.
- Preparation for each stage of education is good.
- There are insufficient planned opportunities for pupils to develop their mathematical and scientific investigative skills.
- Information and communication technology is not used sufficiently to support other subjects.
- The separation of the two Year 2 classrooms inhibits the ability of all Year 2 pupils to work cohesively together.

## Commentary

22. Since the last inspection, the quality of teaching and learning in most areas of the curriculum offered to pupils has improved. This is because planning for each subject is properly balanced and provides continuity of learning in all subjects. These ensure that skills, knowledge and understanding are taught progressively to pupils of all abilities. Lessons contain separate activities for each ability group and are specifically designed so that all pupils are sufficiently challenged and supported. The setting arrangements introduced for pupils in English and mathematics are proving beneficial for all pupils, including the higher attainers and this has had a positive effect on attainment for all ability groups. However, there are too few planned opportunities to teach mathematical and scientific skills, which mean pupils' investigation and problem solving skills are less well developed than other aspects of the subjects. Provision for personal, social and health education as well as information and communication technology has improved, although pupils have limited opportunities to use their ICT skills in other subjects. The curriculum is broad and balanced and covers all the subjects required by the National Curriculum. The school is strengthening links between the varying subject areas, particularly literacy and numeracy, to good effect. The curriculum meets statutory requirements and provision for collective worship and for religious education, as set out in the locally Agreed Syllabus.
23. All pupils are given very good access to the curriculum. This is because all pupils, regardless of gender, ability or race are very effectively included in all aspects of the curriculum and what the school has to offer. The school works hard to provide good, effective support for pupils with special educational needs and higher attainers and is committed to providing an education, which meets the particular needs of each of its pupils. There is a commitment to do the best by every pupil and the dedication of teachers and support staff creates a purposeful and secure environment, with equal opportunity for every pupil. Pupils with special, physical, emotional or educational needs are fully incorporated into the life and work of the school. These pupils have the same range of opportunities as other pupils. Parents are fully involved in individual education plans and annual reviews and contribute to their child's targets.
24. The good curriculum in the Nursery and Reception classes provides good coverage for all areas of learning for children of this age through a range of interesting and relevant activities. Provision for the outdoor curriculum is a particularly good feature; it encompasses all areas of learning and contributes strongly to the good achievement of all the children. The staff work very hard to make all areas attractive and stimulating learning environments, which strongly contribute to children's good achievement. This is a very good improvement, as at the time of the previous inspection, no outside provision existed for children in Reception.

25. The school makes good provision for children learning English as an additional language, and this enables them to take a full part in lessons. A growing number of children come from minority ethnic groups, and numbers vary in the school due to increasing mobility amongst families. The school has a suitable racial awareness policy. It is a friendly community and the school makes new families welcome. The school has introduced 'Family learning', which is open to all parents and many parents of children who are new to learning English are involved in these groups.
26. There is good enrichment of the curriculum as all pupils benefit from the regular visits to places of educational interest and from exploring the local area linked to different subject areas, including religious education. Specialist visitors, such as accomplished musicians and visitors of different faith backgrounds, enhance pupils' understanding of music and other religions. These visits and visitors make learning more enjoyable and meaningful for pupils and help standards to improve. Productions, performances and school assemblies provide further opportunities for pupils to develop their self-confidence and personal skills. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils have good opportunities to gain confidence about their own cultures through the celebration of international afternoons, where they dress up in their own national costumes and share food related to their own cultures.
27. Preparation for each stage of education is good. Teachers liaise closely to ensure that the curricular and other needs of pupils are considered when pupils move from the Foundation Stage into the main school, and between classes within the school. Links with the junior school have improved and these are now good. Curriculum committee members from the governing body are from both schools. They work together and prepare joint presentations. Teachers from the junior school meet the pupils before they transfer and this helps to ensure that their educational, social and emotional needs are considered and that continuity of education is effectively sustained.
28. Accommodation is satisfactory. Since the last inspection there have been a number of improvements such as the addition of an outside area for Reception children, an ICT suite, and an acoustic ceiling in the hall. However, the toilets require further improvement. The separation of two, Year 2 classes, currently housed in the junior school, inhibits the ability of all Year 2 pupils to work cohesively together. Time is lost as pupils in the separated classrooms walk over to the main school for physical education, ICT and assemblies. In addition, they are also exposed to the vagaries of the weather. The school has plans to build new classrooms and a library but these are not yet underway due to financial restraints. Resources are satisfactory overall. They are used well and stored for easy accessibility. The expertise of teachers has improved and there is a good match and balance between staff and all areas of the curriculum. Whilst pupils with special educational needs are supported well by trained staff, the number of support staff available to support teachers in the classroom is satisfactory.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

### **Main strengths and weaknesses**

- The school has very well established procedures to ensure health and safety routines are followed consistently.
- Pupils like school very much and staff establish trusting and caring relationships with pupils.

## **Commentary**

29. This is a very caring and supportive school where the safety and well being of all pupils is an important focus for all members of staff. The governors' premises committee takes the lead in carrying out risk assessments of the site each term. The full governing body reviews health and safety at each meeting. Arrangements to provide for child protection are very good. All members of staff are regularly updated about procedures and responsibilities in this area. An ample number of staff is trained to administer first aid.
30. The very good relationships between pupils and members of staff ensure that all pupils have at least one adult they can talk to if they have a concern. Parents and pupils who expressed their views confirm this. A number of pupils join the school at different times of the year. There are good arrangements to welcome them and their parents and pupils quickly settle into the school. Other pupils help their new classmates and act as buddies when they arrive. Parents are pleased with the arrangements for settling new pupils and agree that their children are treated fairly.
31. The school values the views of its pupils and they freely put forward their opinions during lessons in personal, social and health education and citizenship. Pupils in Years 1 and 2 elect class representatives to the School Council. These pupils meet regularly with the headteacher and discuss ways to improve the school community. Most recently their suggestions to extend the lunch menu were acted upon. Displays highlight pupils' own work and assemblies celebrate their best efforts.
32. Teachers know their pupils very well and keep extensive records on their academic achievement and personal development. Pupils' progress is monitored well and used to plan future lessons. Pupils who experience any difficulties over the year are identified quickly and given the support they need to do their best. There are good procedures to identify those with special educational needs as well as higher attainers. Teachers know their pupils well and those with special educational needs are set appropriate targets to raise their achievement. The result of their learning is followed up to ensure targets are met and they continue to make progress.

## **Partnership with parents, other schools and the community**

The school's links with parents are **very good**. Links with the community and other schools are **good**.

## **Main strengths and weaknesses**

- Parents are very happy with all aspects of the school's work.
- The school values its parents and works very hard to maintain the very good partnership between home and school.
- Parents are given very good quality information about their children's progress and about the life of the school.
- Parents work very hard to support learning at school and at home.

- Good links with the community and other schools make a positive contribution to pupils' achievement and well being.

## **Commentary**

33. The school works very hard to maintain its very good partnership with parents and values the important role they play in the education of their children. This represents significant improvement since the last inspection. The school welcomes the parents' ideas and opinions and regularly carries out surveys on specific issues. Each class has one or more representatives who meet informally each month with the deputy headteacher. This is a very good forum for a mutual exchange of ideas and information. Most recently, parents and the school worked together to limit traffic near the school site and improve the use of the playground.
34. Effective links are established before children start in the Nursery or Reception, as the staff carry out home visiting. In addition, there are opportunities for children to visit their classrooms and induction meetings for parents. This helps to inform the parents about routines and helps the staff get to know the children. As a result, children in the Foundation Stage settle quickly to the routines and enjoy the happy, caring atmosphere at these early stages.
35. There are regular, informative newsletters from the headteacher. The prospectus includes all of the required information and is very welcoming and invites parents to become active in school life. Parents receive regular information about the curriculum the pupils will be studying and ideas on how they can help at home. Annual reports are of a very good standard overall but occasionally contain over formal language and jargon. Parents are invited to meet with class teachers each term to discuss pupils' progress and extra appointments are made to accommodate working parents. Both parents and teachers make good use of the reading diary to communicate with each other. Notice boards around the school are up to date and many welcoming signs are in different languages. Good arrangements are in place to share information with parents who do not speak English.
36. The school works hard to enable all parents to help their children learn. The school organises regular curricular evenings in numeracy, literacy and writing to help parents assist with homework. Many parents volunteer to help in classrooms and provide reliable and worthwhile support. The Friends Association is a very active support group that serves with the junior school, too.
37. The school builds close relationships with parents of children learning English as an additional language, and those from minority ethnic backgrounds. Parents are welcomed as translators where possible for when children first start at school and if possible for parents meetings. The parents of pupils with special educational needs are closely involved with their reviews. The special educational needs co-ordinator arranges regular meetings.
38. Committee members share the school's commitment to including all parents in their events. Social and fundraising events are very successful and the Friends Association provided the funding for the computer suite. The school knows that the diversity of its families is an important learning resource. Parents and members of the community are frequent visitors and bring their own experiences and insight to religious education

lessons. The popularity of the international food stall at the annual Summer Fair illustrates how all parents are contributing their skills to enrich school life.

39. Good links with the community make a positive contribution to pupils' achievement by providing a range of interesting experiences, such as the annual Dance Event, visits from local religious leaders and the fire service. The deputy headteacher is actively involved in a study with Brunel University to identify and extend learning for more-able and gifted pupils but it is too early for the impact of this to be assessed. The school works closely with the junior school to which almost all pupils transfer, so that the move is accomplished smoothly.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The headteacher provides **very good** leadership and is well supported by the deputy headteacher. The governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher provides very strong leadership and is well supported by the deputy headteacher.
- Very effective management and leadership have ensured successful Nursery and Reception classes.
- Good leadership by co-ordinators has helped the school make significant progress in the last two years.
- Good leadership and management of provision for pupils with special educational needs and those who speak English as an additional language has contributed to pupils' good achievement.
- The governing body is well organised and has a good understanding of the school's strengths and weaknesses.

### **Commentary**

40. The headteacher is very well respected by staff, governors and parents and provides very strong leadership for the school. At the time of the last inspection, just over a year after the headteacher's arrival, the school was judged to be underachieving. However, it was noted that the headteacher understood the problems and had initiated a programme to improve provision and to raise standards. This very good leadership and the strong teamwork the headteacher has established have resulted in a rapid rise in standards of attainment as recorded in the Year 2 National Curriculum tests. The headteacher gives a very high priority to ensuring that all children entering the school have the chance to achieve their best and be fully involved in all that the school offers. She is well supported by the deputy headteacher and other staff who share her aspirations.
41. The management team consists of key members of staff, representing the full range of the school's work. Links between the management team and other staff are strong and everyone has a clear understanding of the school's priorities. The daily morning briefings help to cement this strong team approach. Co-ordinators provide good leadership and management, with particular strengths in areas such as English, special educational needs and the Foundation Stage. Co-ordinators have been instrumental in identifying key strengths and weaknesses, and helping to move their areas forward. The progress in English, mathematics and the Foundation Stage has been dramatic. Leadership and management are very good in the Foundation Stage. The co-ordinator has created an effective team, which has had a positive impact on

children's learning and the consistently good quality of teaching throughout the Foundation Stage. Other areas, such as science, have not moved on as much, but the school is fully aware of this and identified suitable priorities within the school development plan. This is a concise, easy-to-read plan, which focuses on the right priorities for the school. The well-developed performance management of teachers ensures that they have at least one specific target that relates to the school's goals.

42. The Foundation Stage co-ordinator oversees the provision for children with English as an additional language well. She has achieved a great deal since the last inspection and continues to ensure that these children have full access to the curriculum. She is successfully raising the profile of children from other cultures within the school. She is very well supported by a teacher from the Hounslow language service, who specifically targets and supports children in the early stages of English language learning. Children have individual targets to help them improve and these are shared with parents. Good links are maintained with parents and all families are included and feel a part of the school. This means that home and school can work together wherever possible for the good of the children. All staff, teachers and teaching assistants alike are trained in how to support children with English as an additional language, and this helps children to learn the language at a good rate.
43. The special educational needs co-ordinator took up her responsibilities within the last year and in a very short space of time she has developed good systems to track pupils with special educational needs. The governor with responsibility for special educational needs is aware of the statutory requirements related to special needs and regularly visits school. The co-ordinator observes teaching and analyses pupils' work so that teaching styles can be adapted to pupils' learning styles. Teachers work well together to raise the achievement of the least able and effectively create an inclusive ethos for the pupils.
44. Governance of the school is good, and has improved significantly since the appointment of the headteacher. Governors now have a thorough understanding of the school's previous problems, and its current strengths and areas for improvement. The governing body has ensured that the school meets all statutory requirements and has an ever increasing input into shaping the vision and direction of the school through contributing to and reviewing the school's development plan. Governors receive good and detailed information from the headteacher and co-ordinators. This enables them to probe, challenge and play an important part in the school's development. Good links also exist with the governing body of the adjacent junior school with, for instance, a joint curriculum committee.
45. The school makes very good use of self evaluation to assess where it is and what needs to be done. The headteacher's astute analysis and regular monitoring have resulted in the much improved teaching seen during this inspection. Changes of staff and the careful use of money available to provide further training have assisted this improvement.
46. The quality of financial planning and management is very good. The school's able finance committee chair provides valuable expertise and the committee is fully involved in budget planning. The committee has supported the headteacher fully when allocating funds to specific purposes to assist in the school's improvement, for instance the temporary increase in the supply teacher budget to release staff for further training. Good administrative support, including the use of an outside financial consultant, ensures that the finance committee carefully monitors the budget. Financial resources are thoughtfully managed to ensure the best value for money, in line with the school's detailed 'best value policy'. The school has used its allocated funds effectively to provide for current pupils at the school, whilst still maintaining a small contingency sum.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	888,298
Total expenditure	903,161
Expenditure per pupil	3,175

Balances (£)	
Balance from previous year	23,212
Balance carried forward to the next year	8,349



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is a strength of the school and has improved well since the previous inspection. It is now **good**. The very strong leadership and management of the Foundation Stage have contributed effectively towards improvement. A significant strength of the Foundation Stage is the effective planning for both inside and outside areas. When they are three, children attend the Nursery on a part-time basis. They transfer into Reception in September in the year in which they are five. The majority of children enter the Nursery with attainment that is below average, particularly in language development and social skills. The reason for attainment being low is that, for a high proportion of the children, English is an additional language and they speak another language at home. A few children in every intake have limited speech and language. Whilst in the Nursery, the very good support of the teacher from the Hounslow language service is of particular value in helping children learn to understand and speak English. Children achieve well in the Nursery but although they make good gains in their learning and attainment, these are still below average on entry into the Reception classes. However, there are children achieving more highly in all areas of learning. In these classes, children achieve well, and many are likely to achieve the early learning goals by the end of Reception with a few exceeding them. However, a few are not likely to achieve the early learning goals, particularly in communication, language and literacy.

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

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

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

- Teaching and learning are very good.
- All staff have very high expectations with regard to good behaviour and positive attitudes towards work and play.
- Inclusion is paramount; all children are skilfully included in all aspects of the curriculum.
- Children are strongly encouraged to become independent, select their own resources and activities.

#### **Commentary**

47. All children, regardless of ability, gender or ethnic backgrounds, achieve well, some very well and make a good start in acquiring the early learning goals. This is due to effective learning situations where all children's needs are met and very skilful teaching. Children make good progress, gain in independence and confidence and learn to co-operate and play together. They are enthusiastic learners and enjoy their activities. By the end of Reception, many are likely to reach the early learning goals and a few exceed them in personal, social and emotional development.

#### **Nursery**

48. Children in the Nursery are interested in their learning environment and want to explore the possibilities provided both indoor and outside. They are keen to learn and take a great interest in the range of creatures from the Animal Ark. Teachers and visitors capitalise on the children's good behaviour and attentiveness and encourage children to ask and answer questions. In the Nursery, children select their activities and concentrate well. They are guided well by the staff and asked '*what are we learning in the .....area?*' or '*what are you planning to do outside today?*' Once outside many children play well together but for a few there is as yet limited interaction with others. Two girls created a stable out of large blocks so they could be horses, but were happy to include another child in their game. Children know the classroom routines well and social skills are encouraged as they respond appropriately to the morning greeting of the teacher. During snack time, good manners and sharing are promoted effectively as children enjoy the social time with their key worker.

### **Reception**

49. The very good beginnings are built on effectively in Reception. Children are very happy and settled and through a good combination of teacher-directed and child-selected activities, they gain in confidence, become independent and have the ability to concentrate for longer periods of time. Instead of working as individuals, they now show greater co-operation with one another. During physical education in the hall, all children join in well, including those who speak English as an additional language. This is because teachers demonstrate their requirements well, for example, joining in with the warm up, in addition other children's actions are followed. The adults work very well together and are consistent about their expectations regards behaviour and being quiet in the hall. This is something children do not do naturally, but consistency of approach is helping improvements.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- A strong emphasis by all staff on the development of language helps all children to communicate more effectively.
- There are good opportunities for children to learn the basic skills of writing and reading through an interesting range of activities.

### **Commentary**

50. Teaching is good and often very good. There is a strong emphasis on improving standards in language development. This is essential, as there are some children entering with poorly developed speech and language skills and a much higher than average number of children for whom English is an additional language. Children achieve well and make good progress. By the end of Reception, many will meet the early learning goals, with a few exceeding them, although a few will not meet expectations.

### **Nursery**

51. There is a strong emphasis on language development and this contributes significantly to the good start that children make. Through Nursery routines and play activities, children are introduced to all aspects of language development. The Hounslow language service teacher gives particularly good support to children who are early English speakers. Through a lively demonstration and actions, children gradually learnt to say *climb up* the steps and *walk on* the bench and *go through* the tunnel with the teacher. They listened carefully and made very good gains in their understanding and using English. Children are introduced to initial letter shapes and are encouraged to look at and enjoy books, both on their own and when being read to by an adult. Four children were observed looking at books in the book corner, one acting as the teacher, they handle books well and 'tell' the story from the pictures pointing words from left to right. Effective questioning and use of technical vocabulary contributes to children's knowledge about books and their contents. They enjoy stories and were quick to respond to questions about the *Very Busy Spider*. They described the spider well and knew that it had eight legs. Good encouragement is given to early writing; children are expected to label their models, which they often do without reminding. This is helping them appreciate writing for a purpose.

### **Reception**

52. Speaking, listening, reading and writing skills are promoted very well during all activities, both inside the classrooms and outside areas. Teachers effectively intervene during activities and encourage children to explain what they are doing; this is helping to extend children's vocabulary and helps them to achieve well. For example, while outside hunting for mini-beasts, a child was delighted because he identified a seven spot ladybird in a reference book. The teacher, very skilfully moved learning forward by working alongside the child. On the walls of the classrooms and in children's work, there are examples of a great range of literacy skills, from the very early stages of writing development with children making marks, to recognisable letters, names and simple words. Teachers are very successful encouraging speaking and listening and writing for a purpose through effective questioning. Children were successful in forming appropriate questions about exotic creatures to ask the visitors from Animal Ark later in the day. There is good promotion of reading through dedicated reading sessions for most children, although a few find it difficult to settle to sharing and looking at books. Higher attaining children are reading simple text, but all children have a good awareness about books and are fully aware that print carries meaning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Staff effectively promote mathematical vocabulary through a wide range of activities both in the classroom and outside areas.
- Children of all abilities and ethnic backgrounds are effectively involved in mathematical activities.

### **Commentary**

53. Teaching and learning are good throughout the Foundation Stage where many imaginative opportunities for mathematical development are provided. This helps children achieve well and by the end of Reception, many will have attained the early learning goals in mathematics, as being at an early stage of learning English poses fewer difficulties in this particular aspect of the curriculum.

### ***Nursery***

54. A few children in the Nursery are beginning to count at a simple level and recognise patterns in dots on a dice, say how many there are and move their mini-beast along a track for the appropriate amount. The higher attaining children used mathematical language appropriately, described whether there were more or less dots on the dice. The use of songs and rhymes during registration time introduces children to days of the week and early counting skills.

### ***Reception***

55. There are many good opportunities for children to achieve well in all aspects of mathematical development, both inside the classroom and in the outside area. As in the Nursery, the use of songs, rhymes and stories introduces the children to early counting skills. Following a trip to the library and looking at bus numbers, Reception staff encouraged parents to get involved in practical mathematical tasks as well by looking at bus numbers whilst going to and from school. This is reinforced in the outside area as well when vehicles are parked. Children enjoy counting in twos and count forwards and backwards, around a quarter of them do this confidentially by themselves.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children have good opportunities to learn from direct experiences.
- Good use is made of visits and visitors to enhance this area of learning.
- Children show an interest and competence in using computers.
- Children's cultures and backgrounds are promoted well through a range of activities.

### **Commentary**

56. Teaching and learning are good and help many children achieve well from a poor initial knowledge and understanding of the world in which they live. By the end of Reception, many, including those with special educational needs and those for whom English is an additional language, will have achieved the early learning goals for this aspect of learning.

### ***Nursery***

57. Early scientific principles are acquired through effective questioning and opportunities for children to learn from direct experience. For example, when the children had an

opportunity to touch the creatures from the Animal Ark. This they did carefully, after the teacher asked children to guess *'what a frog might feel like'*. Teachers capitalise on these opportunities not only to extend knowledge and understanding but to extend language as well. Children enjoy using the computers; they work together well and take turns. Many are beginning to control the mouse well, select the next program and drag shoes across the screen and place them on the caterpillar.

### **Reception**

58. Children begin to gain a good understanding of the wide range of cultures and beliefs represented in the school. They were very attentive and listened with respect when the school secretary talked to the children about Sikhism. They confidently asked her questions and one child volunteered information about how she prayed. Scientific principles are further extended in Reception well, this is because teachers effectively promote investigation and exploration and encourage children to ask and answer questions. In the outside area, they use magnifiers well to find out about mini-beasts in the garden and then record their findings in diagrams. Children build effectively on their computer skills and create their own portraits and pictures using a graphics program.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There are many opportunities for children to use simple tools and a wide range of equipment.
- There are secure outside play areas, which give children plenty of opportunities to work, play and develop their physical skills.

### **Commentary**

59. There have been very good improvements in the provision of an outside area for the Reception children. This means that all children in the Foundation Stage now have good opportunities to play and exercise in a secure environment. Teaching is good and together with imaginative activities, helps children learn effectively and achieve well in this area of learning. By the end of Reception, the majority of children are likely to achieve the early learning goals.

### **Nursery**

60. Children have ample opportunities to develop their physical skills in the large, secure playground outside their classroom. They confidently walk across a beam, climb up and down apparatus and enjoy riding the vehicles with awareness of others; some manage to peddle safely backwards. Their dexterity is developing well as they handle equipment and simple tools carefully and sensibly.

### **Reception**

61. Physical lessons in the hall were well planned and much enjoyed by the children. There is good attention to appropriate warming-up exercises and a cool down session and attention to changes in the body following exercise. Teachers encourage children to say how their hearts feel following the warm up. During a dance session, children responded to a range of different pieces of music. They achieved very well and interpreted such music as '*Let's twist again*' to a high standard. They listened to the music well and varied their movements to reflect the music. In the outside area, children ride on vehicles and learn how to steer with increasing accuracy, and develop an awareness of others. In the classroom, the children's use of simple tools is developing well when they have opportunities to create their own models using a variety of joining techniques using glue, split pins and sticky tape.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are encouraged to use a good range of media and explore pattern, shape and colour.
- There are good links between music, dance, art and design and ICT in the Reception classes.

### **Commentary**

62. Teaching is good and some particularly imaginative activities were observed in Reception linking art and design, music, dance and ICT. Children make good progress in many aspects of this area; consequently by the end of Reception, many are likely to achieve the early learning goals.

### **Nursery**

63. From the evidence of work on display, it is clear that children have many opportunities to explore different materials and media. They use bold colours when painting flowers and some children are beginning to put quite good detail into their pictures.

### **Reception**

64. Children achieve well as they experiment with paint and other media. Their self-portraits are more detailed and show good progression from those produced in the Nursery. Children are being effectively introduced to a wide range of music to enable them to respond and imaginatively move, paint and produce graphics on the computer. It is evident that children have had good opportunities to use pastels, felt pens, pencils and paint as they create pictures and patterns as they listen to the music. Very good intervention by the teacher and nursery nurse encouraged children to say how they felt about the music – this helped children to meet the learning objective, as they listened and responded creatively to music.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- The achievement of pupils is good.
- Pupils attain above average standards by the age of seven.
- Teachers promote reading very effectively and standards in reading are particularly high.
- Teaching is good, but there is not enough consistency in the teaching of handwriting.
- The leadership and management of English are very good.

### **Commentary**

65. Pupils' achievement in English is good and, by the age of seven, they attain standards above the national average. The results of the 2003 National Curriculum tests for seven-year-olds show pupils reached standards that were well above the national average in reading and above the national average in writing. These results were a dramatic improvement over the previous two years, when results were below or well below average. Inspection findings show that the current Year 2 pupils are also well above average in reading and above average in writing. The good progress made by pupils whose first language is not English and those who have special educational needs is reflected in the low numbers of pupils who fail to attain the expected level. The high proportion of pupils who achieve high standards in reading or writing is a reflection of the challenge provided for particularly able pupils. Boys achieve as well as girls. The progress since the last inspection, when attainment was below average, has been very good and reflected in the improved teaching as well as improved standards.
66. Standards in speaking and listening are average across the school. Teachers provide pupils with plenty of opportunities, such as paired discussion, answering or asking questions and reading aloud. Discussions in other subjects make a helpful contribution. Pupils listen well to adults and higher attaining pupils now respond having thought about and used the information they have heard. Pupils in groups or class sessions listen less well to other pupils and often interrupt them with their own comments.
67. Standards in reading are well above average. Teachers promote reading very well and, from an early age, pupils begin to acquire a love of books and reading. Reading is well supported at home and parents often hear their children read as well as reading to them. This contributes significantly to the very good achievement of pupils in reading. Pupils across the school read a wide range of books and by the age of seven pupils are confident and often fluent readers. They understand what they read and summarise briefly the contents of a story they have read, referring to the characters in the book. The higher attaining pupils, who make up over half the pupils, also use the information to predict well what might happen next. The range of books they read has been increased and pupils have a good understanding of how to use non-fiction books by referring to the contents page or index. A remaining weakness is the lack of a central library, but the planned rebuilding should overcome this problem.
68. Standards in writing are above the national average. Standards of writing have improved and examples of good imaginative writing were seen in books. Good opportunities for writing in English enable pupils to write freely and creatively. They produce good examples of reports, diary items, creative stories and poetry. As pupils get older, they are

encouraged to become more productive and this is reflected in the detail, vocabulary and complexity of stories produced. Pupils use descriptive words well to make their writing more interesting and, because of teachers' regular reminders, punctuation is accurate and used consistently. Handwriting is neat and uses well-formed print. Although there are examples of a joined script being taught, it is very rarely seen in pupils' other work. Spelling is good and pupils are encouraged to have a go at new words when they are writing.

69. The quality of teaching is good, an improvement over the unsatisfactory teaching seen two years ago. Teachers' planning is good and this ensures that the English curriculum is broad and well balanced across all areas of the subject, with a good focus given to writing. The marking of pupils' writing is very effective, with comments that praise successes and also give guidance on how to improve further. Lessons are structured well and pupils made fully aware of what they are to learn. Good links with other subjects, such as science, make learning interesting. Pupils in Year 1 wrote labels for drawings and captions for photographs following a visit to Kew Gardens to examine the plants growing there. In Year 2, pupils were well taught about the use of non-fiction books and how a general statement can be developed into a precise, written question. This work made good use of links with science and the characteristics of a range of organisms. The learning of pupils is aided by their very good attitudes and behaviour. Pupils settle quickly to group tasks and work well independently. The teaching of handwriting is inconsistent and not extensive enough. Often, long gaps exist between sessions of handwriting as recorded in handwriting books. Pupils are not encouraged to use a joined script in their other writing and teachers do not use it when writing comments in books, writing on the board or when producing displays. As a result, virtually none of pupils' work outside of their 'handwriting book' is joined. Good use is made of teaching assistants, but the low number available means that not all English sessions have this additional support. Parents and support teachers do help and give good support, especially to pupils who are at an early stage of learning English.
70. The leadership and management of English are very good. The co-ordinator provides very effective support and guidance to colleagues, including teaching demonstration lessons and observing lessons being taught. Assessment is very well organised. Tests are analysed very carefully to identify areas of learning that need further development and action planning for development is very appropriate and has been successful in raising standards in the subject.

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

71. There are good cross-curricular links with other subjects in order to develop pupils' literacy skills and teachers provide opportunities for pupils to write in different styles and for different purposes across the curriculum. This contributes significantly to the good progress and achievement of pupils. In history, Year 2 pupils wrote factual, diary-style accounts of 'The Great Fire of London'. In science, they write about scientific investigations, recording what they have done and listing their observations. In religious education, pupils write their own 'Ten Commandments'. The use of ICT to support learning in English is undeveloped, beyond some examples of word processing.

### **MATHEMATICS**

Provision in mathematics is **good**.



## **Main strengths and weaknesses**

- Achievement of all pupils is improving and is now good.
- The quality of teaching and learning is good and has improved well since the last inspection.
- Provision for pupils with special educational needs and for those for whom English is a second language, is good.
- Assessment procedures and their use are good.
- There are insufficient opportunities for pupils to develop their investigative skills.
- Links with other curricular areas need to be strengthened.

## Commentary

72. Improvement since the last inspection has been good. At the time of the last inspection and prior to 2002, pupils were found to be underachieving and standards were declining. Subsequently, the school put in place strategies to reverse this trend. Due to the improved provision and good teaching, in 2003 standards of attainment were above the national average. Early indications for 2004 national tests and inspection findings reveal that standards have been raised further. Many pupils enter Year 1 with standards that are around average. By the end of Year 2, attainment has risen to above average levels and this represents good achievement. Pupils of all abilities achieve well, including pupils with special educational needs and those for whom English is a second language. Previously there has been some evidence that girls achieved lower standards than boys but inspection findings indicate there are now no significant differences.
73. The quality of teaching and learning throughout the school is good with some very good teaching seen. No unsatisfactory lessons were observed. Teachers' subject knowledge is good and the National Numeracy Strategy is used well. Planning is good because teachers' expertise has improved and each year group plans together to ensure all pupils receive equality of provision. There is a greater emphasis on teaching number and algebra and less on using and applying mathematics. Consequently pupils' investigative and problem solving skills are less developed. Assessment is used well to identify the varying ability groups. This has played an important part in raising standards because it has enabled teachers to plan work more closely matched to pupils' abilities.
74. The setting arrangements in Year 2 are also having a positive impact on standards. This is because teachers can then plan to meet the particular needs of pupils within the set groups. Pupils of lower achievement and those for whom English is not their first language, undertake activities carefully matched to their abilities. They are well supported by teachers and teaching assistants who are sensitive to their needs and who give them more focused support to help them improve. As a result, each group makes good progress.
75. All teachers promote mathematical vocabulary well. It is visibly displayed during the lesson and this helps to reinforce pupils' mathematical language and understanding of the terms used. In lessons, the teachers enable individual pupils to gain confidence and succeed because they tailor open-ended questioning to the ability of the pupils. In the best lessons teachers are lively; involve all pupils in their enthusiasm, and make lessons fun. This was evident in a Year 1 lesson and, as a result, pupils remained focused, interested, well behaved and made good progress. In lessons, pupils listen carefully without interruption to the opinions of their fellow classmates and respect their ideas. Good relationships are apparent in all lessons as pupils help each other and share resources sensibly.
76. Assessment procedures in mathematics have improved and these are now good. It is ongoing and each week teachers in the year groups discuss what happened in the previous lessons and plan the next steps in pupils' learning. At the end of each term, key learning objectives are identified and planned for the following term. This has given teachers a greater knowledge of pupils' achievements and where they need to go next. End of year assessment tests are used to predict pupils' likely achievement levels at the end of Year 2, these are correlated with Reception assessments and used to identify pupils who are under-achieving and results are fed into planning. As a result, each pupil's

progress is carefully monitored. National Curriculum test data are also carefully analysed and used to identify gaps in curricular provision. At present there are insufficient opportunities for pupils to develop their problem-solving and investigative skills, which has been acknowledged by the school. Marking is inconsistent and does not always provide information to help pupils improve.

77. The subject co-ordinator has only been in post for two terms and it is difficult to make a judgment on leadership and management. However, she has had the opportunity to monitor teaching and learning in the classroom and identified areas for further improvement in the subject. Areas identified for further improvement include moderating pupils' work and strengthening links with the junior school.

### **Mathematics across the curriculum**

78. In science, pupils collect data on minibeasts and record findings in charts and tables. From the scrutiny of work provided and the evidence from lesson observations and displays indicate that insufficient use is being made of numeracy skills across the curriculum.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good, so that pupils achieve well and make good progress in developing their scientific knowledge.
- By Year 2, pupils' scientific knowledge is above average.
- Scientific skills are not taught in a way that ensures their consistent and logical development.
- Pupils enjoy science and demonstrate good behaviour and attitudes.

### **Commentary**

79. Teacher assessments suggest that about nine out of ten pupils attain at least the expected standard, and over a third a high standard. This accurately reflects pupils' good achievement in developing scientific knowledge, but their skills are not so well developed. By Year 2, attainment is currently about average overall. Since the last inspection, satisfactory progress has been made, with a clear identification of the current strengths and weaknesses and a recognition that science now needs to become a focus for development, which it is in the school's development plan.
80. Pupils are keen to learn about science and enjoy being involved in activities, such as when Year 2 pupils examined photographs to identify similarities and differences in the appearance of humans. They behaved well and made satisfactory strides in their learning. In Year 1, despite some confusing guidance, pupils tried hard to plan an investigation to test 'whether a plant would survive if left a week when its owner was away on holiday.' Teaching observed was largely satisfactory, but the work in pupils' books indicates generally good teaching, especially in developing pupils' scientific knowledge. Good opportunities were provided to encourage pupils to record observations in their own words, such as that it is 'harder to push over a rough surface than a smooth one.'

However, most of the lessons observed did not have a sufficiently clear focus, too many skills were attempted and the guidance provided was unclear and confusing. Good examples of the use of ICT were evident in displays, such as when grouping plants or devising instructions to identify different minibeasts. Worksheets used in some lessons do not challenge more able pupils sufficiently, and can result in simple colouring-in activities. In literacy lessons, scientific knowledge about animals and plants was effectively reinforced. The planning to develop pupils' scientific skills is not sufficiently well thought out to ensure the gradual development and use of them. The weakness observed about a year ago, that more-able pupils are not developing their scientific skills sufficiently, remains. Pupils with special educational needs, and those who are at an early stage of acquiring English, are often well supported and generally make good progress in developing their knowledge and use of scientific vocabulary. For example, in a Year 1 lesson, very good specialist teaching contributed strongly to the achievement of a few pupils in the early stages of learning English. By the end of the lesson, pupils named some of the parts of the flowers and stated the colour of the leaves and petals. Assessment is satisfactory, but the assessment of pupils' investigative skills is less well developed than that for scientific knowledge.

81. The school recognises that science is not as well developed as English or mathematics. As a result, improved curricular guidance, including for the development of pupils' skills, is being introduced. Current arrangements ensure a suitable balance to developing pupils' knowledge across the different areas of science. Insufficient attention is given to how to develop pupils' scientific skills in a logical way from Year 1 and to ensure each is developed sufficiently. Examples of the suitable use of mathematical skills includes surveys and bar charts, but not enough thought is given to encouraging pupils to gather information or make measurements that can be used mathematically. The accuracy of the bar charts drawn is limited by the use of inappropriate paper. The co-ordinator is relatively new in her role and has received suitable training to help her make a positive contribution to developing science. She is fully aware of the current strengths and weaknesses, but has not yet had the time to make a significant impact upon provision.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards and achievement have improved.
- Pupils are confident users.
- Good use is made of classroom assistants and pupils with special educational needs are supported well.
- Resources have been updated and improved.
- ICT is insufficiently used across other curriculum areas.
- Classroom computers are insufficiently used,

### **Commentary**

82. Achievement throughout the school is satisfactory. Standards of pupils are in line with that expected nationally for their age. This is an improvement since the last inspection when attainment was below average. Most pupils achieve satisfactorily regardless of gender or

ethnicity, including those pupils who speak English as an additional language. Pupils with special educational needs achieve well because they are provided with good support.

83. Teaching and learning are satisfactory overall with some good teaching observed. In the best lesson seen, pupils enjoyed their work and learnt well because the teacher was lively, enthusiastic and displayed good subject knowledge. Good use is made of open-ended questioning to make pupils think for themselves and to assess their knowledge and understanding. Pupils come into school having received some experience of the subject in both the Nursery and Reception class, where they learn to develop their hand/eye co-ordination and use the mouse well. By the time they are in Year 1 they log on under their own class name, write their names and use a simple program to draw/colour/fill a plant, label and, with support, begin to use simple classification of observable features. Pupils extend their skills in Year 2 and use word processing to type in sentences, change fonts and make simple changes to their text. They begin to use specific programs for data-handling by inputting information regarding personal features of their class such as names, hair colour, age and numeracy groups. Pupils understand how to sort the information into groups and are proficient at using a variety of graphs, pie charts and pictograms, having great fun while they use the appropriate keys to speed up the process and understand that they cannot retrieve information from a database if it has not been inputted prior.
84. Since the last inspection, the school has made considerable improvements in provision for the subject. The subject co-ordinator is knowledgeable and has worked hard to implement a development plan for the subject. A suite has been installed and each classroom has access to a computer. Hardware, including the purchase and use of a digital camera and software resources, has been improved and updated. All teachers have undertaken training and are now more proficient and confident in teaching the subject. Although they have not yet received any training, classroom assistants support pupils well during lessons in the suite. Leadership and management are good. A new policy has been written and agreed. The subject co-ordinator has had the opportunity to monitor teaching and learning in the suite as well as monitor the assessment system that has been put in place. Computers in the classroom are underused and none were seen to be in use during the inspection. In spite of improvements in provision, ICT has not yet become as firmly established through the school as it might be.

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

85. The use of ICT across other curriculum areas is an area for further development. There is some evidence of use of information and communication technology in other subjects such as art and design where pupils draw pictures in the style of Mondrian and design and technology when pupils design their puppets. In science, pupils produce graphs of their favourite food and in mathematics, pupils control a programmable toy to enable it to travel in different directions.

### **HUMANITIES**

Religious education and history were inspected in full. **Geography** was not a major focus during the inspection and no lessons were seen in the subject. The school's planning indicates a suitably broad curriculum, which covers an appropriate range of knowledge and skills, although the school has plans to improve curricular planning in subjects such as geography so that there is a more creative approach. During the two years, the pupils study two overseas

locations, St. Lucia and Tocuaro, Mexico. These topics make a good contribution to pupils' cultural development, but opportunities for detailed comparisons with life in Britain are not developed sufficiently.

## **HISTORY**

Provision in history is **satisfactory** but improving.

### **Main strengths and weaknesses**

- Good teaching stimulates pupils' interest and enthusiasm in history.
- Literacy skills are employed well.
- The use made of the immediate surroundings and visits enhances the history curriculum well.
- Limited use is made of ICT.

### **Commentary**

86. Standards in Year 2 are in line with national expectation, as at the time of the previous inspection. From pupils' articulate responses when interviewed and lesson observations, it is obvious that they have an appropriate depth of knowledge and understanding about aspects of the past. From a low level of knowledge and understanding of 'times past' when they arrive in the school, all are achieving well, including those with special educational needs and who speak English as an additional language. A scheme of work based on national guidelines ensures good coverage and progression in pupils' learning. Through this, pupils are introduced to various times, situations and famous people in history.
87. In both Years 1 and 2, good teaching stimulates pupils' interest in historical events. This is an improvement since the previous inspection when teaching was judged to be satisfactory. Teachers are particularly effective in using the resources available. In Year 1, pupils are introduced to aspects of school life in Victorian times through visiting the neighbouring junior school. Pupils are very attentive and interested as they enter by either the BOYS or GIRLS entrances and listen with amazement to the teacher reading about events in the 1912 Log Book. Year 2 pupils were keen to discuss the events surrounding the Fire of London; they knew where and how it started and why the flames spread so rapidly. Literacy skills were effectively employed in their eyewitness accounts. Speaking and listening skills were promoted well in lessons observed, when pupils asked and answered questions about Scarborough 100 years ago. Teachers challenged pupils and helped them to develop ideas and work out the differences and similarities between the seaside today and in the past. Numeracy skills are appropriately promoted through timelines and dates of events. Limited use is made of ICT, although videos are used appropriately to bring aspects of history to life.
88. Leadership and management are satisfactory. The co-ordinator has recently taken on the role; nevertheless she is enthusiastic and clear about what needs to be done. Due to the school's emphasis on other subject priorities, no monitoring and evaluation of teaching and learning in history has taken place. However, the co-ordinator has moderated planning and ensured that the scheme of work ensures progression. Assessment has recently been introduced at the end of units of work.

## RELIGIOUS EDUCATION

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils achieve well and by Year 2 their attainment is in line with that expected.
- Teaching of religious education is good.
- Religious education strongly promotes pupils' understanding of a range of faiths and cultures.

### Commentary

89. At the end of Year 2, standards are in line with expectations and pupils' achievement is good, and their work displays knowledge of religious education similar to what might be expected. In Year 1, pupils demonstrate a good understanding of the beliefs of Muslims and used questions well to explore a Muslim's beliefs and why prayer is so important. Following a visit from a Sikh member of staff, pupils in Year 2 had a clear understanding about the fundamental beliefs of Sikhs and the importance, for a baptised Sikh, of visiting 'The Golden Temple' at Amritsar. These lessons were used well to help pupils appreciate some of the common themes in different religions, including the importance of pilgrimage. Achievement has improved following the development of a clear policy and improvements to the curriculum and approach to the teaching of religious education. Teaching is good. In the lessons seen, very good pupil management and the effective use of a parent and a member of staff, who answered questions and talked knowledgeably about their respective faiths, ensured good learning. Pupils display positive attitudes and respect for the beliefs of a range of faiths. Religious education makes a positive contribution to pupils' personal development, including their understanding of a range of cultures, and to racial harmony in the school. Sensitive use is made of the beliefs and experiences of the different pupils in the school.
90. Leadership and management are good. The headteacher and a colleague, who have co-ordinated religious education, have had a positive effect in raising the profile of religious education within the school and helping to give teachers the resources and confidence to teach the subject effectively. They have reviewed the guidance for staff in line with new material from the local education authority and introduced appropriate procedures to record pupils' strengths and weaknesses. Whilst there is a suitable emphasis given to Christianity, the curriculum covers the six major world faiths. Since the last inspection, progress has been good. Achievement is rising and teaching is good. Links have been established with, and visits organised to, a range of places of worship.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education were inspected in some depth but **art and design** was sampled and did not form part of the focus for the inspection. Only one lesson in Year 1 was observed in art and design, which was good, however this was not sufficient evidence to make a firm judgement about teaching and learning throughout the school. Available evidence indicates a good range of activities with a satisfactory range of media,

including pencil and pastel drawings, sculptures using natural materials and collage. Good use is made of pupils' art to illustrate work in other subjects and to raise and stimulate interest in displays, in the classrooms and around the school. However, the links with ICT are more limited and this is an area for development. Sketchbooks are used appropriately to experiment with shading, pattern and close observational work, such as the patterns of bricks in the Victorian junior school building. Visits are used effectively to offer pupils a chance to record from first-hand observation, for example the recent Year 1 trip to Kew Gardens to study sculptures.

## **Design and technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- Pupils achieve well in lessons.
- Pupils enjoy the subject and work well together.

### **Commentary**

91. Improvement has been satisfactory since the previous inspection. Standards of attainment are in line with those expected nationally and, since the last inspection, these have been maintained. Pupils have satisfactory opportunities to design and make vehicles from a variety of materials. They use ICT appropriately to design an individual puppet to their own requirements and know that their design needs to incorporate an opening that is wide enough to take their hand. They become familiar with a variety of joining techniques suitable for the material on which they are working and are aware that the technique chosen needs to be strong and fit for the purpose. Food technology is incorporated into the curriculum and pupils make biscuits, sandwiches and bread during their time in school.
92. In lessons seen, pupils achieved well because teaching and learning was good. Teachers are knowledgeable and resources are well organised. Classroom support is used well. The calm working atmosphere reinforces the good relationships already apparent in the classroom. Pupils enjoy the subject. They talk about their work, share resources and help each other.
93. Leadership and management of the subject are good. The subject co-ordinator has recently undertaken training and has shared her expertise with staff during a staff-training day. One of the outcomes of the course is that resources are now well organised into topic boxes so that teachers have a quick access to the materials required for their lesson. The school follows the recommended guidelines for the subject and assessment has recently been introduced. Since the last inspection the construction equipment available for pupils has improved.

## **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**



- Teaching and learning are good.
- Pupils enjoy music lessons, particularly playing instruments.
- Parents and visitors make a good contribution to pupils' learning.
- Opportunities to listen to music during assembly have improved but require further development.

## Commentary

94. Standards of music are in line with those expected nationally and pupils' achievement is satisfactory. Younger pupils compose a simple musical sequence using long and short sounds, in a story context. They experience a wide range of instruments and, with control and feeling, make sounds to represent sea animals such as a shark or seahorse. During assemblies and lessons pupils sing well in unison, with clear diction showing good control of pitch and rhythm. The school provides an opportunity for them to experience a range of classic and well-known music to further their musical knowledge. The school does not make most of this opportunity. The names of the composers are not made clear enough to pupils so they can recall them from memory. Nor are the instruments identified in order that pupils' knowledge and understanding can be developed further.
95. Teaching and learning are good. This is because teachers have good subject knowledge and lessons are well planned to provide a good level of challenge. Resources are used well, with a variety of activities organised during the lesson. Pupils enjoy the "hands-on" experiences provided. They behave well, listen carefully and work well together.
96. All pupils have an opportunity to perform to an audience. The school undertakes a good number of events where music is involved, such as a Dance Event when pupils dance to music from a variety of cultures and the Christmas Concert. The curriculum is further enriched by good links with parents who come in and play the piano and the violin, as well as a Musical Director, who talks about music to the pupils and is involved with the Leavers' concert.
97. Improvement has been satisfactory since the previous inspection. The school broadly follows the recommended guidance, which has been adapted to meet the needs of the school by supplementing some activities from other schemes. There are some links with literacy as pupils recall their experiences of visiting musicians. All teachers teach music but there are no clubs, such as recorders. The leadership of the subject is satisfactory and planning is monitored. However, no monitoring of teaching and learning is undertaken.

## Physical education

Provision in physical education is **satisfactory**.

## Main strengths and weaknesses

- There is a good attention to teaching skills in physical education, which helps pupils learn well.
- Pupils have a good awareness how to exercise safely and the effects of exercise on their bodies.

## Commentary

98. Standards are average at the end of Year 2, as they were at the last inspection. All pupils, including those with special educational needs and those who speak English as an additional language, experience the full range of physical activities, although gymnastics was not observed during the inspection. Teaching and learning are satisfactory overall. Where teaching is good, as seen in two Year 2 lessons, pupils achieved well but, overall achievement is satisfactory. Lessons are planned well and good attention is given to warming up exercises and cooling down at the end of the lesson, this helps pupils have a good understanding of the effects of exercise on their bodies. Following a lively warm up in Year 2, pupils felt their pulse and commented that their hearts were working hard. The attitudes of pupils are often positive; they work hard and show good enthusiasm, which helps them to develop their skills. However, a minority of pupils found it difficult to concentrate during the lesson and not all paid attention to the teachers' instructions. Teachers promote co-operation through a variety of activities, both in dance in Year 1 and games in Year 2 and in most cases pupils work well together, share, take turns and support each another. This effectively contributes to pupils' personal and social development.
99. Pupils' physical skills are taught in clearly structured way. For example, in a games lesson, pupils were developing the skills of throwing, catching and sending and receiving using bats and balls. Following the teacher's demonstration, pupils developed the skills of dribbling the ball with good control; this led to partner work where pupils had a good degree of success passing the ball to each other. In another lesson, pupils worked together to improve chest passes, the teacher worked with individuals, used lots of encouragement, which contributed to improved skills.
100. Improvement since the previous inspection has been satisfactory. Leadership and management of physical education are satisfactory. The subject co-ordinator has been in post for only a short time but she has already had a positive impact on moving the subject forward. Dance workshops have been held to up-date teachers' subject knowledge and assessment procedures have recently been introduced. The co-ordinator is aware that more work needs to be done if the subject is to improve overall and is working hard to ensure that skills progression is incorporated into the scheme of work.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

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

### Main strengths and weaknesses

- Pupils are very tolerant and understanding towards each other. They respect each other's beliefs and traditions in the multi-ethnic community.
- All pupils and their families are valued and respected, consequently the school is a happy and caring environment.
- The emphasis on how to keep healthy promotes good gains in pupils' knowledge and understanding, helping them to grow into responsible future citizens.

## Commentary

101. The school provides well for pupils personal, social and health education. Relationships within the school community are very good. Staff are open and friendly and provide very good role models. Since the last inspection, the curriculum provision has been enhanced and teaching is good. Pupils are provided with many opportunities to explore a range of moral issues through planned lessons, circle time and assemblies. They gain a deeper understanding into each other's different cultural beliefs through international afternoons, when they dress up in their own international costume and share food related to their own cultures. The school makes good use of visitors such as the headteacher of the junior school who discusses with them the forthcoming changes in their school life. This helps to allay pupils' fears and helps them to feel secure and to look forward to the next stage in their life with confidence and enthusiasm.
102. Pupils enjoy many and different experiences that provide positive support for the good education that the school has to offer. Keeping healthy and looking after their bodies is at the forefront of learning. Fruit is provided for all on a daily basis, giving pupils the opportunity to eat and enjoy fruit while learning about the need for a good diet that includes fruit and vegetables. The established science curriculum supports the importance of healthy eating as well as the need for regular sleep and exercise. Pupils develop an awareness of the good use and misuse of medicines through visits by the school nurse. School and class rules are in place, displayed in the classroom and these enable pupils to develop their own awareness of the need for rules in any harmonious society.
103. Pupils develop their social skills during visits linked to many curriculum areas. Through the recently formed School Council, pupils discuss school issues and were instrumental in the introduction of fruit and sandwiches at lunchtimes. Members of the Council also successfully act as mediators should any dispute between pupils arise.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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