

INSPECTION REPORT

WEST LODGE FIRST SCHOOL

Pinner

LEA area: Harrow

Unique reference number: 102216

Acting Headteacher: Mrs Ann Brownsell

Lead inspector: Tom Shine

Dates of inspection: 1st - 3rd March 2004

Inspection number: 258356

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4-8
Gender of pupils:	Mixed
Number on roll:	354
School address:	West End Lane Pinner Middlesex
Postcode:	HA5 1AF
Telephone number:	(020) 868 0087
Fax number:	(020) 866 3228
Appropriate authority:	The governing body
Name of chair of governors:	Greg Rubins
Date of previous inspection:	18 th - 21 st May 1998

CHARACTERISTICS OF THE SCHOOL

With 354 pupils on roll, aged between four and eight, West Lodge First School is larger than others of this type. There are slightly more boys than girls on roll, and most are drawn from the immediate locality in Pinner. Twenty-five pupils are from families of refugee and asylum seekers. Although the largest group is White British, there is a wide cultural mix from a range of backgrounds, notably Indian and other minority ethnic groups from the Indian sub-continent, the Caribbean, and other white minority groups, representing 22 different languages spoken at home. Well over 20 per cent come from homes where another language in addition to English is spoken, and about half of these are in the early stages of learning English. The proportion of pupils with special educational needs is well below the national average whilst those with statements (seven) is broadly average. The nature of their main needs ranges from severe to moderate learning needs, and those arising from communication and behavioural difficulties to autism. The proportion of pupils known to be eligible for free school meals is below the national average. Children's attainment when they enter the reception is generally above that typical for their ages. In recent years, the school received a schools' achievement award and a basic skills quality mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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15011	Marion Wallace	Team inspector	The Foundation Stage Science Physical education
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21171	Sally Handford	Team inspector	English Geography History English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school's effectiveness is sound and it is providing a satisfactory standard of education. It provides good levels of support for pupils with various learning needs. Under the outstanding leadership of the acting headteacher, teaching is improving, but there is still too much variation in its quality to ensure all groups of pupils learn consistently well. However, all staff are committed to raising standards. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- excellent leadership of the acting headteacher, who inspires and empowers her staff to take responsibility, although some require further training to do so fully effectively;
- provision in the reception classes is good, enabling children to make a confident start in their learning; in the rest of the school, much teaching is good, but it is inconsistent;
- lack of fully developed systems for checking on and evaluating how pupils are doing results in some work, especially that done on worksheets, not being challenging enough, and teachers' marking being inconsistent;
- support is good for pupils with special educational needs and those learning English as another language;
- good provision for pupils' personal development leads to good attitudes to their work and good behaviour; and
- good links with parents are valued by the school.

The school has made satisfactory progress since it was last inspected in May 1998 and has tackled most of the issues identified in the last report effectively. More rigorous criteria for placing pupils on the special educational needs register have been introduced and, since the arrival of the acting headteacher, the school development plan has been reviewed and created anew. There is now a comprehensive policy in place for the curriculum for children in the reception classes. Procedures for checking on pupils' progress are not as good as last reported.

STANDARDS ACHIEVED

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

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

In general, pupils are achieving satisfactorily, compared with their standards when they enter the school. Inspection finds that in the reception classes, children are making good progress and are achieving well. They are on course to achieve the goals they are expected to reach by the end of the reception, with many children already achieving them. In Year 2, standards in reading and writing are typical for pupils' ages. The school considers this particular year group to be not as strong as usual and there have also been a considerable number of new arrivals in these classes, some with English as an additional language. In mathematics and science, standards are above those expected in Year 2. The above table refers to pupils who were in Year 2 - the current Year 3 - and in this year group inspection finds standards in all aspects of English, mathematics and science are above those typical for pupils' ages. Standards in Year 2 are not as high as those reported in reading and writing at the last inspection, although they are similar in mathematics and science. The

above table also shows the results are less impressive compared to the performance of similar schools. This is because of the inconsistent quality of teaching. Standards in information and communication technology have improved and are better than those expected, whereas in religious education they are satisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural awareness, are developing well. Pupils behave well and they have good attitudes to learning. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory, overall, although its quality varies widely, leaving it inconsistent and pupils' learning patchy. It is good in the reception classes in most areas of learning and here children learn well. The exception is in physical development, where it is satisfactory, as the outside play area is too small. Teaching is satisfactory in the rest of the school, overall. Teachers manage their classes well and use support staff effectively, but there is a lack of uniformity in the way they check on their pupils' progress or how they mark their work. The curriculum is reasonably broad and balanced. There is a good range of visits and visitors, and a limited, but improved, number of clubs outside school. The good links with parents are very effective to help children in their learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The acting headteacher's leadership is outstanding; she has a very clear vision which is shared by her staff and is committed to raising the achievement of all pupils. Her senior staff support her well, and since her appointment, they are being given the opportunity to begin to develop their roles more fully. The management of the school is good and there is strong emphasis on the continuing professional development of staff. The governors have a reasonable understanding of the school's strengths and weaknesses, manage a limited budget well, and fulfil their statutory responsibilities appropriately.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school and are very supportive. Most pupils in Years 2 and 3, whose opinions were sought, like being at the school and believe they have trusting relationships with adults.

IMPROVEMENTS NEEDED

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

- continue to develop the role of senior managers and co-ordinators;
- improve the quality of teaching to a consistently good level; and
- continue to develop rigorous procedures to check on the progress of pupils and improve teachers' marking.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children are achieving well in the reception classes because the general quality of teaching is good and work is matched well to their needs. As a result, children build effectively on the standards they bring to the school, which are generally above those normally found. In the rest of the school, pupils are achieving satisfactorily, although in many subjects their standards are above those typical for pupils' ages, especially in Years 2 and 3, but there are variations between classes reflecting inconsistencies in the quality of teaching. Pupils with special educational needs (SEN) and those whose families speak a language other than English at home (EAL), including refugees and asylum seekers, are supported well and are achieving well in relation to their level of attainment when they enter the school.

Main strengths and weaknesses

- standards are above those expected in mathematics, science, and information and communication technology in Years 2 and 3, and also in English in Year 3;
- children in the reception classes are making good progress and are on course to achieve the early learning goals by the end of the year; in many cases, children are already achieving them;
- in Year 2, in their writing, pupils are not encouraged enough to pay sufficient attention to standards of presentation, including handwriting; and
- pupils with SEN and EAL are making good progress, overall.

Commentary

1. The table below shows that pupils are attaining above the national average in reading and mathematics and well above the national average in writing. Compared to their attainment when they entered the school, they are achieving satisfactorily in reading and mathematics, and well in writing. These results are similar to those reported at the last inspection. What the table does not show is that the school is doing less well when its performance is compared with similar schools. On this comparison, they are achieving comparable results in reading and mathematics and above average results in writing. But there is room for improvement; the main reason for this lacklustre performance is that the quality of teaching is too inconsistent.

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

Standards in:	School results	National results
reading	16.9 (16.8)	15.7 (15.8)
writing	16.4 (16.1)	14.6 (14.4)
mathematics	17.0 (17.3)	16.3 (16.5)

There were 89 pupils in the year group. Figures in brackets are for the previous year.

2. Children in the reception classes come to school well prepared to benefit from the good provision in the Foundation Stage. They have a positive attitude to learning and as a result are keen to listen to, and learn from, the good quality of teaching. Children are achieving well in most of the areas of learning and are expected to achieve comfortably, and in many cases exceed, the early learning goals in these areas, for example in personal, social and emotional development, communication, language and literacy, and mathematical development, the exception being in physical development, where their achievement is satisfactory. This is because the outside play area, although it has improved since the last inspection, is too small

for children to use a range of large equipment outdoors. At the time of this inspection, no children had been identified with SEN, but nearly 30 per cent were learning English as their second language. These children receive good support in their classes and when withdrawn for specialist support. They have settled into the school life well and are making good progress.

3. Pupils' speaking and listening skills are better than those normally found in both Years 2 and 3 and reflect the confident skills that pupils bring with them when they enter the reception classes. These pupils are achieving satisfactorily. In Year 2, standards in reading and writing broadly match those that are typical for pupils' ages and these pupils are achieving satisfactorily. These standards are not as high as the recent results in the National Curriculum tests in reading and writing would suggest. Teachers in Year 2 point to a number of factors as possible explanations as to why standards are not as high as in previous years. They feel that, compared to former years, there are not as many pupils likely to achieve higher levels in the National Curriculum tests later this year. There have also been a number of newly arrived pupils that have disrupted classes, and have diverted support from learning assistants away from the below average pupils. These newly arrived, including some pupils from the families of refugees, have tended to be from homes where English is not the main language spoken, and therefore standards in English are more adversely affected than, say, mathematics and science. In Year 3, pupils achieve standards in reading that are above those typical for pupils' ages and they are achieving satisfactorily given their starting points. In Year 2, standards are in line with those expected in writing and are above those typical for pupils' ages in Year 3.
4. In mathematics, standards are generally above those expected in Years 2 and 3 and pupils are achieving satisfactorily against their starting points. These findings in Year 3 broadly reflect the National Curriculum test results they achieved in 2003, when they were in Year 2. In science, standards are above the standards considered typical for pupils' ages in both Years 2 and 3. Pupils have good knowledge in science, but it would be better still, if the quality of teaching was more consistent and the work given to pupils was better matched to their needs. The higher than usual standards typical for pupils' ages in information and communication technology (ICT) in Years 2 and 3 represent good improvement since the last inspection. In most other subjects, there is insufficient evidence to form judgements on standards, but they are broadly as expected in history and meet the expectations of the Agreed Syllabus in religious education.
5. In Year 2, the standard of pupils' writing, although satisfactory, is not as high as might be expected. An analysis of the work in the books of pupils in this year group reveals that their teachers do not apply sufficient rigour to the way pupils present their work. Much of it is carelessly put together, handwriting is untidy and is not well formed, and lacks uniformity. Lack of attention is given to spellings and this reflects what was noted in lessons, that too few pupils have developed the habit of referring to dictionaries.
6. There is a high percentage of pupils with EAL in the school, as well as pupils from a variety of minority ethnic backgrounds. These pupils receive good support in classes. Teachers know their backgrounds and individual needs well, and intervene when appropriate. The majority of these pupils achieve as well as their classmates and many achieve at a high level. Those in need of help to develop their English receive very good support from a specialist teacher, who is responsible for managing this area of the curriculum, and they make very good progress. Pupils with SEN, including those with statements, receive good, caring and patient support, and they make good progress. These pupils are identified and targeted more carefully than at the last inspection.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- pupils' good attitudes to learning are reflected in the way they enjoy their lessons and other activities;
- very good racial harmony is promoted well by the good relationships among pupils; and
- pupils' respect for each other's feelings, values and beliefs is promoted very well.

Commentary

7. Pupils arrive promptly each morning and their attendance is broadly in line with the national average. The school monitors attendance well and is quick to follow up any unexplained absences. As a result, there is no unauthorised absence. Parents show good support for the school by explaining absences and complying with procedures regarding family holidays.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6%	School data	0.0%
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.

8. Pupils enjoy school and are eager to learn. Their positive attitudes have been maintained since the last inspection. They listen carefully to their teachers and to each other and take a lively interest in their work. All pupils of whatever ability, race or gender are fully included in all aspects of the school. Parents are pleased that their children are happy at school. They are at their best in lessons that are interesting and challenging. They work well together in pairs and small groups when they are well directed and sure of what is expected of them. In a well taught English lesson, pairs of Year 3 pupils worked very hard with their 'writing buddies,' helped each other with spellings and were very proud of their results. Although the school provides only a few clubs, pupils are enthusiastic participants.
9. Pupils' behaviour in lessons and around the school is generally good. Their good moral development is founded on the teachers' and teaching assistants' high expectations regarding behaviour and their positive approach to discipline. Pupils clearly understand right from wrong, and school and class rules are discussed and agreed at the beginning of the school year. Pupils support the 'golden rules' and look forward to 'golden assembly' every Friday. Pupils' behaviour in the playground is boisterous but good-natured. Bullying occurs only occasionally and is addressed immediately in line with the school's behaviour policy. The school has had no exclusions in the year prior to the inspection. Parents are pleased with the quality of the pupils' behaviour in school. The pupils' spiritual development is promoted well. They explore opportunities to reflect on human values and important issues in assemblies, circle time (when pupils discuss various issues during a set lesson), and during lessons such as English and geography. Pupils consider the needs of others during their many fundraising drives for local, national and overseas charities.
10. Pupils' social development is good and they are active in school life. The acting headteacher established the school council earlier this year and representatives were quick to put forward ideas on school improvements. Pupils from each class take turns acting as designated 'playground friends' to engage others in games. The school promotes harmony among all pupils regardless of race, ethnicity, gender or ability very successfully. Pupils are valued as individuals and their original work is on display throughout the school, along with positive images of ethnic groups, signs in different languages, and books about people with different

skills. The popularity of the signing club exemplifies their eagerness to communicate with, and include, classmates with impaired hearing. Their good cultural awareness is fostered through the celebration of different religious and cultural festivals throughout the year, along with national events such as Harvest Festival and Remembrance Day. There is a regular programme of visits to museums, along with visitors such as writers and theatre companies. There are displays of ethnic and religious diversity, and pupils study the world's leading faiths and know they are well represented throughout the country. Pupils are encouraged to come forward with information about their own families' traditions and customs. Pupils are well aware of the rich diversity in contemporary British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory, overall. Teaching is good in the reception classes, and although in general it is satisfactory in the rest of the school, and much is good or very good, it is too inconsistent to ensure pupils regularly learn well. As a result their progress is patchy. The development of systematic procedures to check on pupils' attainment and progress is in its early stages. The curriculum is **in general** broad and balanced. Provision for pupils with SEN and those learning English as an additional language is good.

Teaching and learning

Children make good progress and learn well in the reception classes because of the good teaching. In the rest of the school, teaching ranges from being unsatisfactory to very good, and is satisfactory, overall.

Main strengths and weaknesses

- although much of teaching is good, there is too much variation and some of it is insufficiently challenging to ensure all groups of pupils learn well;
- teachers work well with the support staff and use them effectively;
- teachers manage their classes well and have good relationships with their pupils; but
- although the school has made a start, procedures to check on and record pupils' attainment and progress, and to use the data in their planning, are unsatisfactory in most of the school, but are satisfactory in the reception classes.

Commentary

11. The table below shows the spread of the quality of teaching seen throughout the school. In the reception classes, teaching is good overall, with 75 per cent of lessons being good and the rest satisfactory. In personal, social and emotional development, for example, teachers are confident and provide a stimulating learning environment. In communication, language and literacy, teachers develop their children's language skills well through the use of good questioning, whilst in mathematical development, they challenge children effectively to develop their counting skills. Their good skills are also evident in the other areas of learning. As a result, children enjoy learning and make good progress.
12. This good quality of teaching is not replicated consistently in the rest of the school, particularly in the classes in Year 1, where four out of ten lessons are unsatisfactory. In one such lesson in English, the teacher's planning was not focused enough on developing the pupils' basic skills in writing sentences, such as punctuation and the use of capital letters and spelling unfamiliar words. A lesson in mathematics was unsatisfactory because the tasks were not appropriately matched to the pupils' needs and as a result they were unable to make appropriate progress. This was as a direct result of a lack of sound procedures to check on pupils' previous attainment and progress. In a lesson in history, the main weakness was that pupils were insufficiently challenged, and in art, in addition to this weakness, there was a lack of emphasis on developing pupils' skills.

13. However, even in lessons that were otherwise satisfactory, there is too much that does not engage pupils sufficiently, where the pace of the lesson is ponderous, and higher attaining pupils, in particular, are not sufficiently stretched. This is because more rigorous systems for checking on pupils' attainment and progress have been introduced since the arrival of the present acting headteacher. However they are still in the early stages of implementation and include the ongoing development of procedures for setting individual targets for pupils. An analysis of pupils' work previously undertaken shows that much of it is unchallenging and there is too much reliance on unsuitable worksheets. A major part of the problem is that pupils are allowed to get away with shoddy work because they know that some teachers' expectations are not high enough and they do not demand a higher standard of presentation. This is reflected in their marking, which is not demanding, does not, in general, identify areas for improvement, and praises work that is unremarkable, and some of which contains many errors. This poor marking is particularly notable in English, mathematics and religious education.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (8.9%)	19 (42.2%)	18 (40%)	4 (8.9%)	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.

14. Support staff are knowledgeable and teachers, as a result, are confident of their ability to give effective help for the needs of pupils with SEN and those in the early stages of learning English. The number of support staff for general learning needs, however, is limited as a result of the school's budgetary constraints. In the reception classes, for example, there is the equivalent of two full-time support assistants for three classes. Other classes have limited support, and some, for example, in Year 3, have none.
15. Pupils have good relationships with their teachers and support staff, and trust adults, who in turn treat them with respect. Consequently, most pupils approach their work with confidence. As a result, teachers are able to manage their classes effectively as pupils generally concentrate on their learning tasks well. In lessons that are less demanding than usual, or where the pace drags, pupils tend to let their concentration wander rather than let their behaviour degenerate.

The curriculum

The curriculum offered by the school is satisfactory and meets statutory requirements. It is enhanced by a broad range of visits and visitors, which extend pupils' learning. The accommodation and resources for learning are satisfactory and they are used appropriately in helping pupils learn.

Main strengths and weaknesses

- the school organises a good range of visits and visitors that provide experiences to enrich pupils' learning; the range of activities and clubs outside of school is less than that found in some schools, but has improved since the last inspection;
- planning for the development of pupils' literacy skills in subjects other than English is good;
- the provision and support for pupils with SEN and EAL is good; and
- there is now a good curriculum policy in place for children in the reception classes, but the designated outdoor activity area is too small.

Commentary

16. The school gives pupils an interesting range of visits and visitors, which enrich the curriculum and enhance pupils' learning in subjects such as history, geography and religious education. The good opportunities for pupils to take part in workshops and to work with visiting specialists provide new insights into topics such as The Great Fire of London. Teachers make good use of the local places of interest such as the Gunnersbury Park Museum and Clay Lane Environmental Centre to increase pupils' understanding of the historical and environmental features of the area in which they live. There is a limited range of clubs at which pupils can pursue their interests and further extend the skills they acquire in lessons. However, this is a much better picture than that reported at the last inspection, when there were none. Most of those that exist are run by outside agencies. A charge is made for these, and this may deter some pupils from attending, limiting access and reducing equality of opportunity. Some provision is not as good as it might be. For example, at the football club, the activities and the footballs used are not appropriate for pupils of this age, so benefits to their skills and learning are limited. Participation in sport generally is very limited.
17. Teachers are well aware of the needs of pupils in the early stages of acquiring English, and ensure they are well supported and included in all classroom activities. The specialist teacher provides very good support to these pupils and liaises effectively with their class teachers. Support is mainly provided in small groups withdrawn from classes. These pupils are helped to develop their language and literacy skills through group sessions with the specialist teacher and make good improvement. Because of the limited allocation of specialist support, this takes place in withdrawal sessions, so that in other curriculum areas there is no specialised support. However, teachers understand the needs of pupils and ensure they have full access to the curriculum. Support for pupils with SEN is good because the co-ordinator works effectively with individuals and small groups, and deploys staff to support these pupils appropriately.
18. Although all staff are committed to ensuring that all pupils, regardless of ability, gender or ethnicity, have equal access to the opportunities provided, this commitment, in practice, is not always achieved, as some pupils are not consistently challenged. This is because the more rigorous systems to give a clear picture of pupils' attainment and progress, are not fully developed and this results in inappropriate work being given to some pupils and who are not stretched enough, particularly those of higher attainment. Teachers plan together in year groups and take appropriate account of the national teaching guidelines. As a result, pupils of the same age but in different classes do the same work, although the depth and quality of coverage means that pupils do not always learn at the same rate, due to variations in the quality of teaching. However, teachers plan good opportunities for pupils to use and extend their literacy skills in a number of subjects, in particular, science, ICT, and personal, social and health education. This helps to promote progress in all these areas of learning.
19. The school's accommodation is satisfactory overall and there is enough space for pupils to carry out all activities of the curriculum appropriately. The policy for the Foundation Stage is much improved since the last inspection, when it was identified as a weakness. It now fully conforms to the statutory guidance and is a contributory factor in the school's good provision for children in this stage. However, the reception classes have limited access to the designated outdoor activity area, which is too small to meet the requirements of the outdoor element of the Foundation Stage curriculum in full. This restricts the range of activities and affects pupils' progress in their physical development.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- relationships in school are good and pupils relate well to their teachers and teaching assistants; and
- pupils' views and ideas are welcomed and valued.

Commentary

20. Risk assessments of the building and grounds are thorough and carried out regularly by the acting headteacher and site supervisor. Upon her arrival to the school, the headteacher quickly established a comprehensive routine to ensure safe practices. Fire drills are carried out each term and equipment is tested regularly. The arrangements for child protection are sound and there is a named teacher responsible for child protection, and the school's policy follows guidance from the local authority. The school maintains appropriate links with outside support agencies. Pupils who require first aid or prescribed medication are treated sympathetically by members of staff trained in first aid.
21. The good relationships between pupils and teachers and teaching assistants mean that all pupils have at least one adult to whom they can talk to if they have a concern. The school provides a friendly atmosphere and pupils are encouraged to express themselves. The school council is an effective forum for pupils to put forward their ideas about improving the school. Their idea about the improved use of the playground areas is a new innovation and relates to pupils' own concerns about some misbehaviour during breaks. Council members consult their classmates and report back about what has been discussed. Arrangements to integrate children into the school, both before they enter and after they arrive, are good. Children in the reception classes are made to feel welcome when they first arrive. As a result, they settle into the school routines well and are making good progress. Throughout the school, the language and social needs of pupils learning English as an additional language are carefully monitored by the specialist teacher. They receive good support in the class and in withdrawal sessions.
22. Pupils' personal achievements are rewarded in assemblies and in lessons with stickers and much verbal praise. The school carefully monitors the results of national tests at the end of Year 2. Pupils identified as having difficulties in mathematics and English benefit from extra support while in Year 3. However, the school is aware that more could be done to monitor pupils' academic achievements. Teaching assistants provide effective, ongoing support to pupils identified as having difficulties with social skills.

Partnership with parents, other schools and the community

There are good links with parents and the community. The links with other schools are also good.

Main strengths and weaknesses

- parents' contribution to learning at school and at home is very good;
- there is a very effective Friends Association that raises valuable funds for the school; and
- good links with the Middle School enables pupils at the end of Year 3 to move confidently from this school.

Commentary

23. The school is popular with parents and the good links between them and school have been maintained since the last inspection. A significant number of parents help in school on a regular basis. Class teachers direct them well and the school values their participation. In particular, they provide valuable support for small groups of pupils working in English and mathematics lessons. Parents support reading at home and make regular and relevant entries in their children's reading diaries. They also volunteer to act as translators to help other parents who are new to the English language. Parents make a worthwhile contribution to pupils' awareness of other cultures and faiths. For example, two parents helped to lead an assembly celebrating the festival of Eid. 'Barnaby Bear' travels with many families during their

holidays abroad and the photographs sent to the school broaden pupils' awareness of important landmarks. The specialist teacher, who helps pupils learn English as an additional language, contributes very well to ensure that newly arrived children settle into the school well. She ensures that parents are informed effectively about how they can be involved in helping their children to learn. A parents' group, recently set up, enables those from minority ethnic backgrounds to contribute to the life of the school and share their particular cultural knowledge.

24. The Friends of West Lodge Schools (FOWLS) is a very active and successful registered charity that raises a significant amount of funding in conjunction with the Middle School. They provide valued support and fund important projects, including the entire ICT suite, decorating classrooms, improving the grounds, and most recently funds to purchase books for the guided reading scheme.
25. In general, parents receive appropriate information from the school. The prospectus and governors' annual report are informative and parent-friendly. Newsletters from the acting headteacher are well presented and contain good information about forthcoming events and everyday routines. The school's 'open door' policy welcomes parents to come forward with any questions or concerns. Meetings to discuss pupils' progress or view their work are scheduled each term and are well attended by parents. Some parents are disappointed in the quality of the pupils' end-of-year reports. Whilst these reports meet statutory requirements, they mainly describe learning activities rather than report on how well pupils are doing in each subject. They are therefore right to voice their concerns about this aspect of the reports.
26. The school makes good use of the community as a learning resource for subjects such as religious education, history and geography. Local businesses contribute to the success of the fundraising efforts. Valuable matching funds for named charities are secured as a result of the group's effective link with the organisers of the national lottery. Links with the adjacent Middle School have improved since the arrival of the acting headteacher and are now good. Senior members of staff at both schools, for example, now meet regularly to discuss pupils' work. These good links enable pupils in Year 3 to take part in shared activities before the end of the school year, ensuring they are prepared for the transition to Middle School effectively.

LEADERSHIP AND MANAGEMENT

Overall, the school is well led and managed. The acting headteacher provides outstanding leadership, and her strategic planning to achieve the school's ambitions and goals is very good. She is supported appropriately by her senior management team, some of whom are new to their roles. The management of the school is good and, since the acting headteacher's appointment, it has undergone rigorous self-analysis and has used the findings effectively. The governance of the school is satisfactory; the governing body has a satisfactory understanding of the school's strengths and weaknesses.

Main strengths and weaknesses

- the headteacher has a highly developed clarity of vision and inspires her staff to share it;
- she is highly committed to ensuring the needs of all pupils are met, regardless of their abilities;
- many teachers are new to exercising their management responsibilities and some need training; and
- the governing body has a sound understanding of the school's strengths and weaknesses and manages the limited budget well.

Commentary

27. The headteacher's very clear vision is one of raising standards of achievement for all pupils. On her appointment, one of the first things she did was to review the existing school development plan (SDP) by reviewing the school's values and vision. All staff were involved in this exercise, as she was keen that they should all share a common purpose based on the

values of the school. She is aware that if standards of achievement for all pupils are to be raised, the standard of teaching needs to improve and its quality become more consistent. Support for the quality of teaching and learning process is identified as a major target in the SDP. Since her appointment last September, she has monitored all teachers in their classrooms at least once, and some subject leaders, but not all, have also monitored their subject being taught. Senior teachers report that since her arrival, staff morale has risen significantly.

28. The school's mission statement is 'Extending Achievement Together'. This statement is translated into practice by the way in which the headteacher ensures the needs of pupils are met by the good provision made for pupils with SEN and those with EAL. The specialist teacher is deployed effectively and makes a strong contribution to teachers' understanding of the needs of pupils, especially those in the early stages of acquiring English. Recently, she was successful in obtaining additional funding to increase the specialist's teaching time in the school as a result of an increase in the number of refugees, many of whom lack fluency in English. Pupils with SEN are supported well, both by the co-ordinator and by learning support assistants. However, inspection finds the needs of some pupils are not met consistently because of the lack of challenge, on occasion, in the work given to higher attaining pupils.
29. Many subjects and areas are well managed, such as the Foundation Stage, English, mathematics and ICT, but until recently, subject leaders were unable to fulfil their roles fully effectively. Since the arrival of the acting headteacher, they now feel empowered to do so. However, many are in need of training to do so fully effectively, for example, in monitoring teaching. Training is also required to improve systems to check on, and track, pupils' attainment and progress.
30. The chair and vice-chair of governors have been in these posts since last September, although they were members of the governing body before that. However, they, together with the rest of the governing body, share the acting headteacher's vision, are very supportive and fulfil their statutory responsibilities fittingly. They were very keen and careful to ensure that they made the most appropriate appointment to fill the vacant headship for April, and to this end, invited the acting headteacher to form part of the appointments panel to share her expertise. The school administrator, who is one of the staff representatives on the governing body, provides good, up-to-date financial information, enabling the governors to manage the school's finances well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	881,613
Total expenditure	858,508
Expenditure per pupil	2,438.94

Balances (£)	
Balance from previous year	21, 232
Balance carried forward to the next year	23,105

31. The school does well to carry forward a small surplus of less than three per cent, given that the expenditure per pupil is less than that found in many local authorities in London. This surplus is barely the minimum needed to cover for contingencies. These financial constraints result in there being less support for groups of pupils than is normally found for pupils of this age, other than those with SEN or those needing support in English because another language is the main one spoken at home. The three reception classes, for example, have fewer support staff than is normally found. At the pre-inspection meeting, some parents complained that their children did not get the extra help that they believe their children need. Whilst inspectors have sympathy with their views, it is difficult to see what more the school could do

within its severe financial constraints. Because of the budgetary position, subject coordinators have not been given budgets for the last two years.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Standards and the quality of teaching and learning in the reception classes have been maintained since the last inspection. The school has successfully addressed issues identified in the last report, for example, there is now a comprehensive policy, clear planning and guidance for all areas of learning. A small outdoor play area has been established, although this area is too small for children to climb and ride tricycles and bikes. The school acknowledges that further work needs to be done to improve the provision for the outdoor play. No children have been identified with special educational needs but 26 children have English as their second language. All of these children have settled into school routines well, receive good support in the class and in withdrawal sessions, and are making good progress. Most children enter the school with skills that are better than those normally found. There are three classes each with a class teacher and two teaching assistants are shared between the three classes. Children enter the school in either January or September, depending on their birthday. Older children have three terms in the reception, with younger children only having two terms. All children are making good progress in all areas of learning, and are on course to achieve the expected goals. Many are already working at National Curriculum levels. Parents make a very good contribution to their children's learning and many help on a regular basis with the outdoor play. The management of the Foundation Stage is good. Although the outdoor provision needs further development when finances permit, the indoor resources are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- children achieve well and they make good progress because they enjoy coming to school;
- the quality of teaching is good overall; and
- children form good relationships with adults.

Commentary

32. Children enter the reception with good social skills and personal development. They develop a positive attitude to school and make good progress because teachers are well organised and plan interesting activities. Most children are already achieving the expected level in this area of learning. The quality of teaching is good because teachers are confident and ensure children experience an appropriate balance of input from them and child-initiated learning. This all contributes to the stimulating learning environment children encounter. They quickly establish good relationships with their peers and adults, and consequently many are sensitive to the needs of others. Two children demonstrated this as they co-operated well with each other to hide the treasure in the sand. They invited a visitor to share in the fun and excitement of their special activity. They co-operate well with each other, for example, in role-play in the vet surgery, where they discussed with each other the best way to treat the pet dogs and cats. Independence and confidence is developed well and every opportunity is seized to develop children's self-esteem. For example, every child contributed their individual message confidently to the whole school during their class assembly. They were challenged to remember and perform simple statements, and learnt a variety of songs and actions well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- standards are above those normally found and children are achieving well; and
- the quality of teaching and learning is good.

Commentary

33. Children enter school with skills that are good for their age. They have a rich vocabulary and speak and listen well. The majority have already reached the expected level and are working at National Curriculum levels. Children make good progress and achieve well because teachers use the information they have collected on what children already know, and build on it well. There are many opportunities for children to develop their speaking skills. Children are confident speakers and use description effectively, for example, one child talks about the wooden drum. Consistently good teaching and challenging use of questions helps children develop their knowledge. One child explained clearly the meaning of the word 'massive', on being challenged to do so by a teacher. All children develop positive attitudes to books and reading as a result of the plentiful opportunities provided to look at books and read with adult helpers. Children learning English as a second language make very good progress; for example, a Japanese boy who started school in September speaking no English is now reading at the first stages of the National Curriculum. He reads the dolphin story confidently and knows what to do when he finds some words are difficult. Lower attaining children have made good progress in reading and are achieving National Curriculum levels. Higher attaining children identify a range of their favourite reading books and can say why they like them, *"Because they are girly and have a lot of pictures."* Children recognise initial sounds and also sounds within words, because teachers emphasise this aspect well. There are good opportunities to use pencils to write, and pencil grip and writing generally is well developed. Children are encouraged to write simple sentences describing their paintings, *"The ladybird was trapped in the cave."* Most children know sentences start with capital letters and higher attaining children correctly identify full stops.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- children achieve well and make good progress in their learning; and
- teaching and learning are good.

Commentary

34. Children make good progress and achieve well, because teachers build well on what they know children have already learned. Because of this good teaching, many children are already achieving the expected level and working at National Curriculum levels. All children can identify shapes and talk about the properties of shapes. Good teaching ensures children are challenged to identify more difficult shapes such as octagons, pentagons and hexagons. Children enjoy the challenge and count the number of sides of an octagon accurately. Speaking skills are developed well alongside mathematical skills, as children describe that the rectangle has two longer sides and two shorter sides and recognise it has 4 corners. Good teaching ensures children are challenged to develop their counting skills and knowledge of numbers, and consequently children use these skills confidently. Higher attaining children understand the position of numbers up to and beyond 100. One such child stated clearly that

98 followed 97, 99 came after 98 and 100 followed 99. The majority of children can identify one more, for example, 6 is one more than 5. Most children are able to do simple addition and subtraction sums mentally and give the correct answer. They are able to say that two bananas plus another two would make four bananas. Higher attaining children can take away accurately, for example, if they had five apples and gave two to their friends, they would have three apples left. Teachers make good links with all areas of learning and children reinforce their understanding of shape when using the computers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- standards are above those expected for children's ages;
- the quality of teaching and learning is good; and
- there are good opportunities to use the computer.

Commentary

35. Children enter the reception classes with good knowledge of their world for their age. The good teaching and learning builds successfully on the knowledge children bring with them to the school. This includes good prior knowledge, for example, that the water in the bath has frozen because it is very cold and that when the sun comes out the ice will melt. Children have a good understanding of the months of the year and most children can state whether they started school in January or September, and a significant number know when their birthday is. Consequently, the majority are already achieving the expected level and working on National Curriculum levels. The classroom environment is stimulating and there are good opportunities for children to investigate growing things such as plants, vegetables and seeds. Children have easy access to magnifying glasses to observe different seeds and beans, and are challenged to sort them into groups. Children make good progress learning to use the computer. All children have good control of the mouse for their age and can click and drag and move shapes to match them. Good teaching ensures all children can log on and off because the teacher demonstrates this clearly and makes her expectations clear. Construction kits are easily accessible and consequently children make good progress making a transformer.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- there is good teaching and learning in the hall but provision for outdoor play is limited.

Commentary

36. Children achieve satisfactorily in this area of learning, but their overall progress is restricted because of the limitations of the outdoor area. However, all children are on course to achieve the expected goals by the end of the reception year. The quality of teaching and learning observed during an indoor dance lesson was good and, in this lesson, children made good progress experiencing a simple dance with a beginning, middle and end, although progress overall is satisfactory. The school has worked hard to develop the outdoor play area but provision is still limited. Links with parents are very good and they regularly help with the outdoor activities, having been given helpful guidelines by the teachers. Lessons in the hall contain a good level of activity and teachers use language well to extend children's awareness of different movements. They learn to skip, bounce, march and they are learning how to move

quietly because the teacher challenges them to do this. Children are beginning to observe and comment on the work of others. One child said she liked the way another child stood beside his burrow in the rabbit dance. Children are developing a sense of their own and others' space, and move freely around others, travelling on their different body parts.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- children achieve well and make good progress; and
- teaching and learning are good.

Commentary

37. Children make good progress and all are on course to achieve the expected learning goals by the end of the year as a result of the good quality of teaching and learning. There are appropriate opportunities for children to develop their creative skills and experience a range of exciting activities through role-play, art and music. Artwork on display indicates good opportunities to use and mix paint in a variety of ways. Children create simple collages and print using a variety of different objects. Teachers ensure children have regular access to musical instruments and, as a result, learning is good. Children are able to name all the percussion instruments, such as the maracas, because the teacher encourages them to do so. They know how to hold and play the instruments correctly because the teacher gives clear instructions. Good teaching ensures children are challenged to clap on the beat of the music and play their instruments in time with the beat, playing louder or softer following the signals from their teacher. They have learnt a wide range of songs from memory and enjoy singing and sharing them with others during their class assembly. Children sing challenging songs such as 'I went to the animal fair' and 'Three cheeky monkeys', and are developing a good sense of rhythm.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- standards by the end of Year 3 are better than those found nationally;
- the quality of teaching in Year 3 is mainly good but the quality of teaching across the school is uneven and this affects the quality of pupils' learning;
- pupils with special educational needs and those with English as an additional language receive good support and achieve well;
- teachers encourage pupils to use their language and literacy skills well in other subjects; and
- the subject leader has identified good and appropriate areas for its development.

Commentary

38. Standards achieved by pupils in Year 2 in reading and writing are broadly in line with national standards. They are not as high as found in previous years because of the high number of pupils in the class with special educational needs and a significant number of newly arrived pupils, some in the early stages of acquiring English. Standards in Year 1 and Year 3 are above those considered typical for their ages in reading and writing. Speaking and listening skills are generally better than those expected when pupils are in Year 2 and Year 3. This is

because teachers provide good opportunities for pupils to review and discuss what they are learning. Probing questions encourage pupils to develop their ideas and give reasons for their opinions. Where pupils with English as an additional language are given additional support, there is very good focus on developing their speaking skills. Recent initiatives to promote reading skills are having a positive effect on developing pupils' skills and enjoyment of reading. Pupils enjoy the time they are given for personal reading and are keen to discuss how they record and review their books. Parents contribute well to their children's progress by hearing their children read regularly.

39. Pupils achieve well in writing by the end of Year 3 and satisfactorily by the end of Year 2. Books chosen provide good models of a range of writing styles and provide pupils with a strong context for their writing, so that they produce good work. This is particularly successful in helping pupils with special educational needs and English as an additional language to achieve well. However, an analysis of past work in the books of pupils in Year 2 indicates there is a lack of rigour in helping pupils improve their work or encouraging them to present their work neatly with well formed handwriting.
40. In the lessons seen, teaching is good, overall. However, the work in pupils' books reveals there are significant differences in the quality of teaching within each year group. Inconsistencies in marking, identifying what needs improving and setting targets lead to differences in the standards of work produced. In the best lessons, some of which occurred in all year groups, teachers make clear what is required and this ensures that pupils achieve well. Teaching assistants provide effective support for pupils with special educational needs; this helps pupils achieve well. However, most classes are fully subscribed, and additional support is not always available, so that pupils, particularly those of below average attainment, do not achieve as well as they might. The specialist teacher for English as an additional language provides very good support for those pupils in the earlier stages of acquiring English.
41. The curriculum co-ordinator has successfully identified areas to improve standards and teaching, and introduced new strategies, such as additional time devoted to developing reading skills. Further work needs to be done on developing procedures to check on pupils' attainment and progress, and to set targets for individual pupils. The differences found in the quality of teaching suggest that the co-ordinator now needs training to focus on monitoring teaching and learning in order to ensure greater consistency throughout the school. Standards in Year 3 are similar to those reported at the last inspection, but are not as good in Year 2.

Language and literacy across the curriculum

42. Teachers are providing well for pupils to use their language and literacy skills in some other subjects, such as history, geography and science. This gives pupils the opportunity to write for different purposes and practise different styles, such as labelling, listing and note taking. However, in science, too much work is given in the form of work sheets. The development of literacy skills through the use of information and communication technology is satisfactory. Their literacy skills in religious education are less well developed.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- lessons have a clear focus and there is a strong emphasis on using mathematical vocabulary;
- pupils' standards are above those typical for pupils' ages in Years 2 and 3;
- teachers do not check on pupils' progress enough to know how they are doing; as a result ,some lessons are not challenging enough for pupils;
- the school provides well for pupils who speak English as an additional language; and

- the leadership of mathematics is good, although some aspects of management are not yet fully established.

Commentary

43. At the beginning of each lesson, most teachers use the time effectively to explore mathematics vocabulary related to the topic, and to give pupils the opportunity to use it when explaining their methods of adding numbers. This helps them to develop their thinking skills and improve their understanding of number facts and patterns. Pupils are becoming more adept and confident at using and explaining a variety of methods for calculating mentally. However, they do not have enough opportunities to show their understanding when working independently because the prescriptive format of the worksheets used does not lend itself to this. Teaching is satisfactory overall, but the quality and teachers' expectations are inconsistent across the school. Consequently, pupils' progress in lessons is also variable. However, pupils in Year 2 have a secure understanding for their age of number, shape and measures. In their written work, they draw on a suitable knowledge of number facts and processes. From an above average base when they enter school, pupils' achievement is satisfactory and standards in national tests are above those expected at the end of Year 2. In Year 3, pupils make suitable gains in number skills and in their understanding of shape, space and measurement. Here, pupils are also achieving above expected standards. These standards are similar to those reported at the last inspection.
44. Within lessons, teachers give sound guidance and support to help pupils achieve the aim of each lesson. However, rigorous systems are not in place to enable teachers to assess accurately the rate of progress of each pupil to ensure they are meeting the needs of different groups of pupils and to set meaningful targets for pupils. Many are able to achieve high standards but are not always sufficiently challenged to move on at a faster pace. The over-use of inappropriate commercial worksheets does not give pupils enough opportunities to show how they are able to carry out the various calculations, and therefore do not give teachers a clear picture of what pupils are able to do and what caused errors in their work. However, in some good lessons, teachers use an imaginative approach to make the work enjoyable and relevant to pupils. For example, pupils in Year 3 collected data and created a bar graph based on their opinion of the fruits they had just tasted. They made good progress in their understanding because the tasks were appropriately challenging, including the teacher's questions such as *"Why should the 3 not be there?"* and *"What is wrong with this graph?"* These questions helped pupils to gain a better understanding of graphs as a source of information. In less successful lessons, tasks and resources were poorly matched to pupils' prior learning, so that they struggled and did not make the expected progress. Teachers' marking of pupils' work does not provide sufficient guidance to show them what they need to do to improve.
45. The provision for pupils who are in the early stages of acquiring English is well organised and teaching assistants provide good support. They sit with these children during lessons and explain what the teacher is saying so that they understand the mathematics vocabulary and what is expected of them. Consequently, they make the same rate of progress as their peers. Provision for pupils with SEN is good and these pupils also learn well.
46. The co-ordinator leads the subject well and she has a clear focus on raising standards. Her management needs to be developed further to enable future monitoring of teaching and learning to be fully effective. The co-ordinator has identified weaknesses and this process has enabled her to develop an action plan to remedy them.

Mathematics across the curriculum

47. Satisfactory use is made of mathematics across the curriculum. There are good examples of pupils using their mathematical skills in science, and information and communication technology, for example, to record and present numerical information on graphs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- standards are above those normally typical for pupils in Years 2 and 3; and
- teachers do not check enough on how well pupils are achieving; as a result, work is not consistently matched to pupils' attainment.

Commentary

48. In the 2003 national test results, pupils in Year 2 achieved standards that are above those achieved by pupils of a similar age and many achieved the higher level. Inspection evidence confirms standards are above those expected for pupils in Year 2, and finds that pupils in Year 3, who did well in the tests last year, are also achieving standards that are above those typical for pupils of this age. Standards have been maintained since the last inspection but the overall quality of teaching and learning has dipped from good to satisfactory, overall. Teachers are well organised and plan activities that interest the pupils. Opportunities, however, are often not taken to build on the knowledge pupils have previously acquired. This is partly because there are no consistent procedures to check on the progress of individual pupils, but also because at the beginning of lessons, teachers do not question their pupils enough to check on their understanding of knowledge previously learned. As a result, all pupils are given the same task because teachers' planning does not take sufficient account of pupils' prior knowledge, and work therefore is not matched to the learning needs of all pupils.
49. In Year 2, pupils showed good subject knowledge about batteries and electricity. They know batteries contain chemicals, and chemicals can also be found in medicines. Pupils were asked to investigate how to insert batteries and to disassemble torches. They enjoyed the activity but found the task relatively easy. Higher attaining pupils independently discovered that the light was 'tiny' if it was held near to the table, but it was bright. When the light was held further away from the table, the light was 'massive,' but not as bright.
50. Throughout the school, pupils learning English as an additional language are well supported by their peers, who communicate effectively in their home language, and this enables pupils to achieve effectively alongside others. Pupils on the special educational needs register do well when they receive additional support. In Year 3, pupils have a good understanding of what a healthy, balanced diet should contain. They know they should not eat too much sugar and fat, and as chocolate and cream contain a lot of fat, they should be eaten sparingly. Pupils use scientific language well, such as carbohydrate, fats and proteins. An analysis of pupils' previous work indicates pupils understand the need for a fair test but they are not always challenged to explain their conclusions. Much of the work is unchallenging, particularly for higher attaining pupils, because there is too much reliance on worksheets, and these limit opportunities for these pupils to expand on their answers. Teaching assistants make a good contribution to pupils' learning.
51. Information and communication technology to enhance learning is used appropriately in science. The leadership and management of science are satisfactory. Although the co-ordinator has been in the post for three years, it is only recently that she has been able to develop her role. However, she has identified a clear plan to raise achievement and develop the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- standards have improved since the last inspection;
- leadership of the subject is good; and
- there are good links with other subjects of the curriculum.

Commentary

52. The school benefits from the use of a good ICT suite, shared with the Middle School that is timetabled for use by each school on alternate weeks. The suite is a valued resource and is a significant contributory factor to improved standards in the school since the last inspection, particularly in Year 3. During the inspection three lessons were observed one in each year group from Year 1 to Year 3. Two of these lessons were good and the other was satisfactory. Pupils enjoy these lessons.
53. In a satisfactory lesson in Year 1, the pupils use information they have gathered as part of their homework, about the colour of their front doors and the materials they are made of, to create graphs. They are able to enter data onto the computers, and create graphs using a graphic package, to identify what is the most and least common colour of the doors. In this class, they worked slowly, mainly because their keyboard skills are at a rudimentary stage of development. Their standards broadly match those expected of pupils of this age. In a good lesson in Year 2, pupils make good links with literacy as their teacher explains clearly how to write simple sentences using space bars and re-emphasises the importance of punctuation and the use of capital letters, using the shift key. All groups of pupils, including those with SEN and those whose home language is not English, and who are well supported, make good progress in using capital letters and full stops, and in creating spaces using the space bars. Most pupils are achieving standards above those typical for pupils of this age, overall. The good teaching in a lesson in Year 3 enables pupils to understand that a database consists of a number of records. Pupils make good progress in developing a database, using 'First Workshop' to record information about their favourite sandwiches, focusing on the four main food groups, and are achieving standards broadly above those typical for pupils' ages. Pupils with SEN, and those from homes where English is not the first language, are supported well and also make good progress.
54. During the inspection, there was no evidence of pupils using the technology to plan and command to make things happen, or of pupils understanding that many day-to-day devices respond to commands and signals. However, planning indicates that all the areas of the curriculum are appropriately covered. Although the co-ordinator was not able to exercise her role fully until recently, she is very enthusiastic and knowledgeable, and has a clear vision of where she would like to develop the subject further. Under the current acting headteacher, she is encouraged to develop her role, and to give support to those teachers who are less competent in the subject. In this subject, limited evidence suggests that teachers have a satisfactory knowledge of pupils' attainment in information and communication technology, and use it appropriately in their planning.

Information and communication technology across the curriculum

55. The technology is used well in aspects of many subjects, such as literacy in Year 2, and data handling in mathematics in Year 1. In Year 3, in using a database, good links were made with science and personal, social and health education. Work on the walls in classrooms indicates there are good links with art and design, and geography and history.

HUMANITIES

Three lessons seen in history and an analysis of a limited amount of work was sampled in pupils' books. This limited evidence suggests that pupils are achieving the expected standards. No lessons were observed in geography and so there is insufficient evidence to make overall judgements on either teaching and learning, or pupils' standards and achievements.

Geography

56. Limited work in pupils' books and displays around the school suggest that pupils in Year 2 and Year 3 receive an appropriately broad and balanced curriculum. Of particular note is the active use the school makes of monitoring the travels of Barnaby Bear. Evidence in displays shows that he has travelled far and wide, and indicates that pupils and parents have enjoyed recording his visits to New York, Moscow, Austria, Florida and Kenya. There is also evidence of the good development of pupils' map work, with pupils in Year 1, noting the landmarks they see on their journey to school, and older pupils in Year 3, identifying features of different countries on maps, and adding symbols to weather maps.

History

57. Evidence from work in pupils' books and in the lessons observed suggest the curriculum is broad and balanced and there is a good build up of knowledge and skills across the school. This was seen in two good lessons, where teachers provided work and resources to help pupils investigate and develop their understanding. Because pupils are given the opportunity to discuss their work, they develop their ideas well. In Year 2, pupils demonstrated a good understanding of the sequence of events leading to The Great Fire of London and were helped by having key words available to them. In Year 3, pupils enjoyed investigating artefacts related to Roman lifestyle, so as to discover their use and what they were made of. In both these lessons, pupils learned well. In one unsatisfactory lesson, artefacts were less stimulating for the age of the pupils, and the teacher failed to make clear her expectations of what pupils should learn, so that pupils did not achieve as much as they could.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- although most pupils are broadly meeting the expectations of the Agreed Syllabus, pupils are not encouraged enough to put their thoughts and understanding of the concepts learned in writing; and
- teachers' marking is inconsistent.

Commentary

58. Judgements are based on two lessons observed, together with an analysis of work in pupils' books since the beginning of the academic year. Judgements about teaching are based on these lessons and the evidence of pupils' past work. By Year 2, pupils are achieving satisfactorily and this is also the case for pupils in Year 3. In these lessons, pupils with SEN and those with EAL received effective support and made the same rate of progress as their peers. Standards of attainment meet the expectations of the Agreed Syllabus in most respects except writing, as pupils are given insufficient opportunities to put their ideas down in words, and this results not only in missed opportunities to develop their literacy skills, but also in missed opportunities to develop further their knowledge and understanding. There is too much reliance on inappropriate worksheets and very little evidence of pupils writing at length. Teachers' marking is inconsistent because they do not adhere to a uniform marking policy. Some of it consists of cursory ticks, with no comments showing pupils how to improve their

work, when often there are obvious ways in which they could do so. Much of it is over-generous with comments such as 'excellent' or 'well done' given for very ordinary work.

59. In Year 2, a good lesson was observed that was part of a theme of identifying and describing places worldwide that are special to different faith communities. The teacher spoke very clearly and used her voice well to attract and maintain her pupils' interest as she spoke about the journey to Mecca and the importance of the Mosque for Muslims. Many pupils were able to use language well, with one girl, for example, describing a Mosque confidently as having "a big tower called a Minaret". They have good knowledge and understanding that Mosques are sacred for Muslims and know that they have to remove their shoes and wash themselves, including their feet. In a satisfactory lesson in Year 3, pupils showed appropriate knowledge of the broad sequence of events regarding the story of the creation from the Bible. There were many good features to this lesson, including the teacher's good relationships with her class, firm but fair class management and a snappy pace to the lesson. However, the written tasks were undemanding for pupils in Year 3 and consisted mainly of drawing, with no opportunities given for pupils to expand on their thoughts in writing. Standards are not as high as those reported at the last inspection; however, this was before the current Agreed Syllabus was introduced. The co-ordinator provides satisfactory management of the subject and is aware that the school needs to move away from a heavy reliance on worksheets and provide more opportunities for pupils to put their thoughts in writing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Lessons were sampled in art and design, music and physical education. No lessons were seen in design and technology. Together with limited previous work available, there is insufficient evidence to make overall judgements on pupils' standards or achievements. No judgements about the quality of provision can be made in these subjects.

Art and design

60. Teachers plan an appropriate range of activities and opportunities for pupils to work with different media. The quality of teaching seen was satisfactory in two lessons and unsatisfactory in one. In Year 3, the teacher used an enjoyable practical activity to motivate pupils and help them to recognise and understand how the movement and mood of a figure can be represented in art. Pupils made satisfactory progress in this lesson and their standards were broadly typical for the age of the pupils. In the unsatisfactory lesson on weaving, the tasks were too teacher-directed and there were insufficient resources available. Consequently, pupils had too little access to hands-on activities to practise their skills and did not make as much progress as they might. In all lessons, teaching did not place enough emphasis on introducing pupils to the correct technical vocabulary or on developing techniques and skills. This weakness is reflected in the work seen.

Design and technology

61. The curriculum covers the expected range of knowledge and skills required, and pupils have opportunities to explore products as well as design and make their own. In Year 1, pupils drew and wrote about the different houses they had seen on their walk around the local area. They then used this information in their own designs. Teachers' planning makes relevant links to learning in other subjects. For instance, food technology is integrated well with pupils' work in science on the importance of a healthy diet. Since the co-ordinator assumed responsibility for the subject, she has made a good start by updating the policy, reviewing resources and ensuring that planning throughout the school follows national guidelines. However, she has had no opportunity, as yet, to observe teachers and monitor the quality of teaching and learning, in order to identify ways in which standards might be raised.

Music

62. The school follows a commercial scheme, which ensures there is a reasonable balance of opportunities to develop pupils' key musical skills. There is a choir, assembled for school performances, and recorder teaching, which is integrated into the curriculum for pupils in Year 3. However, there are no additional opportunities for younger pupils to extend their interest and skills. In the lesson observed in a class in Year 3, teaching was satisfactory and pupils' playing of un-pitched percussion instruments showed they had the ability to maintain a steady beat when playing in a group, and the ability to control changes in volume. In assembly, pupils' singing is enthusiastic and is of a standard typical for their ages. The music co-ordinator has identified areas for development in the subject, including development of teaching skills, now that the school no longer has the skills of a visiting music specialist.

Physical education

63. Since the last inspection, the co-ordinator has ensured that appropriate planning has been put in place. The school is currently using a published scheme of work, but it has not yet been adapted to meet the needs of this particular school. Two out-of-school clubs have been established - football and short tennis. This provision is barely adequate given the size of the school and both of these clubs are over-subscribed, and do not cater for the number of pupils wanting to attend. The clubs are run by outside agencies and pupils have to pay for the privilege of attending. Standards observed in the three lessons seen were typical for pupils of their age and, in these lessons, the quality of teaching and learning was satisfactory. Lessons were well planned but opportunities were often missed to improve the quality of the work, for example, by giving more attention to emphasising the development of pupils' skills. Heavy landings were left unnoticed by the teacher and consequently the pupils were not told what they had to do to improve. The management of the subject is satisfactory but the co-ordinator has not had the opportunity, as yet, to monitor the quality of teaching nor the provision provided by the outside agencies.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This curriculum area was sampled, but the totality of evidence suggests provision is **good**.

Three sessions were seen in personal, social and health education, but together with evidence from other sources, pupils do well to develop a secure understanding of their own personal worth and awareness of their place within the school community. During regular daily circle time and the planned sessions for personal, social and health education, pupils are encouraged to talk about and share their thoughts and feelings, and explore relationships. For example, themes such as 'Settling In' help pupils to understand how to develop new relationships and make new pupils feel welcome and valued. In well-planned Year 1 sessions, the teachers read the story "The Trip", which fed well into talking about rules for the forthcoming class trip. Pupils were able to relate to this story and their answers showed a good understanding of how to behave, for example, 'no shouting' and 'do not touch the displays.' These discussions about rules link well to their work on the Ten Commandments in religious education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	4
The effectiveness of management	3

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