

INSPECTION REPORT

WHITEHALL INFANT SCHOOL

Uxbridge

LEA area: Hillingdon

Unique reference number: 102411

Headteacher: Mrs H Mansfield

Lead inspector: Mrs J Gill

Dates of inspection: 24th - 28th May 2004

Inspection number: 258408

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: | 287 |
| School address: | Cowley Road Uxbridge Middlesex |
| Postcode: | UB8 2LX |
| Telephone number: | (01895) 234 018 |
| Fax number: | (01895) 812 690 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs H Lee |
| Date of previous inspection: | 27 th April 1998 |

CHARACTERISTICS OF THE SCHOOL

Whitehall Infant School is situated in Uxbridge, Middlesex. It is a diverse and multicultural urban school with most of the pupils coming from the local area. There are significantly more pupils from minority ethnic backgrounds than is usual. The cultural and religious diversity is celebrated by the school 'where individuals matter'. Fifty per cent of pupils come from a background that is not British White. There are 67 pupils who speak English as an additional language and 27 who are at an early stage of English acquisition. This is much higher than in most schools. There are 23 languages spoken in the school; the most common languages are Bengali, Urdu and Punjabi. Amongst the teaching and support staff, many of these languages are spoken. There are also five refugees and asylum seekers and two housed travellers. In addition, there are also approximately 12 per cent of the pupils who live on the base at RAF Uxbridge. Currently, 287 pupils attend the school, with a few more boys than girls. In addition, there are a further 82 children who attend Nursery part-time. The school is slightly bigger than at the time of the last inspection and bigger than most primary schools. 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 after living in temporary housing in the area or children moving to and from the RAF base. There are ten classes, four in Year 2 and three in both Year 1 and Reception. Children enter the Nursery with attainment that is well below average, particularly in language development and social skills, where some children's skills are poorly developed. There are 63 children with special educational needs; this is above the national average. Pupils' needs include moderate learning difficulties, speech and communication difficulties, hearing impairment and a few who are on the autistic spectrum. The number of pupils eligible for free school meals is currently over 20 per cent. The percentage has gradually increased since the last inspection. The school provides community education where parents can attend courses on literacy, numeracy and information and communication technology. In addition, classes are provided for parents who speak English as an additional language to gain further proficiency in the use of English language. These courses are popular and well attended. The school, in recognition of its achievement in the core subjects of English and mathematics, received the School Achievement Award in 2002 and 2003 and recently was awarded 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 Design and technology The Foundation Stage |
| 8919 | Mr J Kerr | Lay inspector | |
| 10204 | Mr D Vincent | Team inspector | Mathematics Information and communication technology Geography History |
| 12764 | Ms W Thomas | Team inspector | English Music Religious education Special educational needs |
| 8710 | Mrs J Moore | Team inspector | Science Personal, social and health education Physical education English as an additional language |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whitehall Infant school is a very good school. A very strong team commitment to promoting high standards has ensured that standards have risen faster than the national trend at the end of Year 2. In recognition of the school's effectiveness, the school has gained School Achievement and Basic Skills Awards. Inspection evidence confirms that the trend is set to continue. 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 very well, learn effectively and achieve well. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in the core subjects have improved at a rate greater than the national trend.
- The headteacher is a very effective leader and manager, who, with her team and governors, very strongly promotes equality of opportunity: this helps pupils achieve in all aspects of school life.
- Teaching has improved: it is very good in the Foundation Stage and good in Years 1 and 2, and, together with very effective support by well-trained learning support assistants, pupils achieve well.
- The school is outstanding in its promotion of racial harmony and in its expectations for pupils' conduct; this strongly contributes to pupils' personal development and a respect for others.
- Provision is very good for pupils with special educational needs and for those who speak English as an additional language.
- The partnership with parents is very good and strongly contributes to their children's learning.
- The school is a very happy, caring community where the welfare of the children is paramount.
- There are too few opportunities for pupils to write creatively at length in English and other subjects.
- Standards in music are below average, which is partly due to lack of teacher expertise.
- The attendance rate of pupils is below average.

The school has improved since the previous inspection and is now very effective. It was said to have many strengths and few weaknesses. It has maintained the strong ethos of valuing individuals, the happy community and partnership with parents. Standards have risen, particularly at the higher levels in the National Curriculum tests in English, mathematics and science, which is evidence that higher attaining pupils are challenged more effectively. Leadership and management of the headteacher, key staff and governors have improved and there is a very strong team approach and commitment to higher standards. The quality of teaching has improved and pupils achieve well.

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 | C | D | C |
| writing | C | C | B | A |
| mathematics | D | C | D | 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.*

Pupils achieve well throughout the school. When children enter the Nursery, attainment is well below average, particularly in language development and social skills. Children achieve well and by

the end of Reception, children are likely to achieve the early learning goals in personal, social and emotional development. A few are likely to achieve the goals in communication, language and literacy but many will not. In other areas of learning, many are likely to achieve the goals but there is little higher attainment; therefore, overall standards are below those expected by the end of Reception. Inspection evidence shows that pupils reach average standards by the end of Year 2 in reading and science, and above average standards in mathematics and writing. Strategies put into place to raise attainment in reading and mathematics have been effective. This is an improvement from the 2003 national tests. Standards were below average in reading and mathematics but similar in writing. Compared to similar schools, pupils achieved much better in writing and as well in reading and mathematics. Teacher assessment in science indicated standards were well below average. Standards in art and design, design and technology, history, geography and physical education are in line with that expected at the end of Year 2. In music, they are below average. Standards are above those expected in religious education. Pupils with special educational needs and from minority ethnic backgrounds and those who speak English as an additional language achieve as other children. Higher attainers are sufficiently challenged and achieve well.

Pupils' personal qualities, including their moral, social and cultural development, are very good. Their spiritual development is good. Pupils have very positive attitudes to work and their very good behaviour helps them to develop effective work habits and to achieve well. Because staff deal so effectively with race relations and the elimination of all forms of tension, there is effectively no bullying, racism or other forms of antagonism. Relationships between pupils and with all staff are very good, which has a significant impact on pupils' confidence. Attendance is unsatisfactory but punctuality is satisfactory, which means that there is an efficient start to the day.

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. Learning support assistants provide very good support to these pupils. Assessment procedures are good but are very effective in English and mathematics. Together with the setting arrangements, assessment contributes to ensuring a good match of work so that all pupils are suitably challenged, which helps them achieve well. The curriculum is good in Years 1 and 2 but very good in the Foundation Stage. Enrichment of the curriculum enhances pupils' experiences well. Very effective care contributes towards the very positive ethos evident in the school. There are very positive partnerships with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher is a very effective leader, with vision and a clear educational direction, who manages the school very well. She is committed to raising standards, promoting inclusion and fosters high standards in all areas of the school's work. The leadership of other key staff is very good. The deputy headteacher and other senior managers provide strong support for the headteacher. Most subject co-ordinators lead and manage their subjects with flair and commitment. There are clear and manageable procedures to ensure quality. The governance of the school is very good. Governors play an important role in shaping policies and make a major contribution to its ethos and success and fulfil their statutory duties very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very favourable and opinions are welcomed. The school is successful in seeking pupils' views and involving them in its work. Pupils are treated as individuals and their involvement in school routines, activities and events promotes confidence and helps to develop a sense of community.

IMPROVEMENTS NEEDED

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

- Extend opportunities to write independently and creatively in English and other subjects.
- Raise standards in music by improving provision and teachers' expertise.
- Continue the improvement in working with parents to ensure better attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Main strengths and weaknesses

- Children in the Foundation Stage¹ 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.
- Standards in mathematics and religious education are above average.
- The percentage of pupils achieving the higher grades is above that found in similar schools.
- Standards have improved since the last inspection and the trend for improvement is above that found nationally.
- Standards are not high enough in music – they are below average.

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 | 15.3 (15.8) | 15.7 (15.8) |
| writing | 15.3 (14.2) | 14.6 (14.4) |
| mathematics | 15.6 (16.3) | 16.3 (16.5) |

There were 75 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2003 national tests, Year 2 pupils achieved below average results in reading and mathematics, but above average results in writing. Teacher assessment in 2003 showed that pupils achieved standards well below that expected. However, when compared to pupils in similar schools², pupils in Year 2 achieved as well as others in reading and mathematics and far better in writing. These results include a much higher proportion of pupils who speak English as an additional language than usually expected, which represents good achievement from a lower starting point, particularly in communication, language and literacy. The school now has more pupils who speak English as an additional language and those with special educational needs. In addition, the percentage of pupils eligible for free school meals has risen and more pupils are moving into and out of the school at times other than the usual times of transfer. Against these factors, standards have risen well over the last five years at a rate faster than nationally expected. Strategies were put into place, following extensive analysis of test data, to address the relative dip in standards in reading and mathematics. From inspection evidence and early indication of raw test data, it would appear that the school has been successful in continuing the upward trend. More pupils gained the higher levels in the 2004 tests, therefore addressing a weakness stated in the previous report.

Inspection findings

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

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

2. Children enter the Nursery with well below average attainment, particularly in language development and social skills. The reason for attainment being so 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. Although they make good gains in their learning, their attainment is still below that expected on entry to Reception. In these classes, children achieve well, but in some areas of learning, a significant number are not likely to achieve all the early learning goals by the end of Reception, particularly in communication, language and literacy. Although many children reach levels expected, there is little higher attainment, which means overall standards are below that expected. Teachers have very high expectations of the children's behaviour and attitudes towards learning and are particularly effective teaching personal, social and emotional development. This is helping children achieve well and enjoy their learning. Consequently, by the end of Reception, the majority are likely to achieve these early learning goals.
3. The National Literacy and Numeracy Strategies provide the foundation on which the school schemes are based. However, in both subjects, the school identified areas where improvement was needed. Effective strategies were put into place to raise attainment in reading. New resources have been bought and the library is being developed further. Inspection evidence shows that standards are now in line with national expectations. Early indications are that test results in reading are likely to be higher this year. There has been a strong drive to raise standards in writing with very positive outcomes. The above average standards in writing have been maintained, evident from inspection findings. Pupils have good handwriting skills and the ability to use their literacy skills satisfactorily in other subjects, such as descriptions of models they have made in design and technology and labels on diagrams. However, they do not have sufficient opportunities to write independently at length. They lack creativity in their writing, both in English and across the curriculum. In mathematics, while standards are above average, it was identified that there were weaknesses relating to mental calculations and problem solving. Good strategies have been put into place and pupils' ability to calculate mentally has improved but more work is needed to help pupils tackle problem solving. Numeracy skills are used satisfactorily in other subjects, such as science and geography.
4. Pupils with special educational needs are well supported and achieve well in relation to the targets set for them. Pupils with English as an additional language achieve well, like their classmates. They are fully represented across the ability spectrum in every class. Pupils' communication skills are extended and developed systematically throughout the entire school, and this is the main reason that pupils' achievement is good. The reason these children do so well is because there is very good provision with skilled teaching, effective support from well-trained learning support assistants and specialist teaching for pupils who speak English as an additional language.
5. In most of the foundation subjects³, standards are in line with those expected nationally at the end of Year 2. The school, quite rightly, has concentrated its resources on raising standards in English and mathematics. In information and communication technology (ICT), pupils achieve well through effective, confident teaching and good provision. Standards are in line with that expected nationally, but that represents good improvement from the previous inspection, as the demands of the curriculum are now much greater. There has been increased use of computers in the classrooms, which is contributing towards improved standards. However, the opportunities for pupils to use the skills that they have gained are limited across the curriculum, particularly in mathematics, science and art and design. Standards are below average in music, mainly because teachers do not have sufficient expertise or confidence to teach the subject. The school has begun to address this weakness through professional development in the subject. Pupils have good knowledge and understanding in religious education and are well

³ Foundation subjects include art and design, design and technology, geography, history, ICT and physical education.

taught. Consequently, by the end of Year 2, attainment in religious education is above the expectations, as set out in the locally agreed syllabus.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good** and they enjoy coming to school. Attendance is **unsatisfactory**. Pupils' spiritual development is **good** and their moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils have very positive attitudes to their work and their very good behaviour helps them to develop effective work habits and to achieve well.
- Because staff deal so effectively with race relations and the elimination of all forms of tension, there is effectively no bullying, racism or other forms of antagonism.
- As a result of the very high expectations that all staff have of pupils' good behaviour, pupils are very considerate of each other and are well mannered to staff and visitors to the school.
- Relationships between pupils and with all staff are very good, which has a significant impact on pupils' confidence.

Commentary

6. The school is very successful in nurturing pupils' personal development. As a result, pupils have very positive attitudes to their work. They are keen to learn and to make a contribution to the work in class. From the Nursery to Year 2, they are very prepared to meet any challenges presented to them. In the Foundation Stage years, for instance, children will go back and retry a movement on a climbing frame or practise a new song on their own. As they mature, pupils approach new forms of learning with confidence and are keen to complete tasks. Pupils work hard, concentrate well and are willing to persist with a problem. As they progress through the school, they develop very good work habits. This has made a significant contribution to pupils' good achievement and the rapid improvements the school has made since the last inspection.
7. Pupils' behaviour is very good. From their early days in school, they know the school rules and have a clear understanding of what is right and wrong. Their moral development is very good. Pupils respect each other and their teachers and are well mannered and considerate. This means that very little learning time is wasted and lessons can proceed at a good pace. Throughout the school, pupils recognise the good work and achievement of others. Special assemblies to celebrate pupils' successes help them to value achievement and to develop their self-esteem. Staff act as very effective role models in establishing high expectations of pupils' conduct. Parents reported that an isolated incident of bullying was very promptly and effectively handled. No pupils have been excluded from school in recent years.
8. The very good relationships are one of the school's strengths. From the start, pupils are trusted to work on their own. This means that they can work independently or co-operatively in groups, learning from each other and sharing ideas on how to solve a problem. This co-operation crosses all the different races represented in the school population. The many different languages are respected and pupils very naturally overcome any language difficulty as they work and play together. When very rare disputes occur, pupils quickly resolve the problem with the help of friends, a learning support assistant or a teacher. Pupils report that in reconciliation they are expected to apologise if they have been in the wrong. Pupils are keen to accept responsibility and carry out their duties with care. For instance, able readers are trained to help the less able readers in their own class on a one-to-one basis, working well in pairs with good results.
9. Pupils' spiritual development is good. When it is appropriate in assembly or in lessons, teachers give pupils time to think and to reflect on what has been said. Pupils are confident to discuss personal feelings and matters which affect them. Pupils' cultural development is very good. The range of religions is sensitively taught, which promotes an understanding and

respect for other traditions. Parents feel included in this process. Nursery rhymes from around the world are displayed for all to see. There was widespread appreciation of the 'International Evening' organised by the school for pupils and parents, when 22 nationalities were represented with traditional food, song and dance. Because of the excellent relationships and the very well developed racial harmony in the school, pupils' social development is also very well developed. Pupils are confident to talk with visitors and to tell them what they are doing.

10. Pupils who have special educational needs and those with English as an additional language are well behaved, they enjoy their activities and they have very good attitudes to learning. They want to succeed and they try hard, with much success. Pupils take pride in their activities and their self-esteem is high. Their attitudes and behaviour are similar to those of other pupils.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.8 | School data | 0.0 |
| National data | 5.4 | National data | 0.5 |

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

11. Attendance is unsatisfactory. Although most parents are keen that their children should attend school regularly, there is a significant minority of parents who do not feel so responsible. The school is not always prompt in asking for written reasons for absence and there are often unacceptable delays in receiving this information. Punctuality is satisfactory, which means that there is an efficient start to the day.

Exclusions

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British – Indian |
| Asian or Asian British – Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

Exclusions in the last school year

| Number of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|--------------------------|-----------------------------------|--------------------------------|
| 84 | 0 | 0 |
| 5 | 0 | 0 |
| 6 | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 0 | 0 |
| 2 | 0 | 0 |
| 16 | 0 | 0 |
| 3 | 0 | 0 |
| 14 | 0 | 0 |
| 5 | 0 | 0 |
| 1 | 0 | 0 |
| 3 | 0 | 0 |
| 1 | 0 | 0 |
| 3 | 0 | 0 |
| 9 | 0 | 0 |
| 5 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The overall quality of teaching and learning is **good**, although teaching in the Foundation Stage is **very good**. The curriculum is **good** and there is **effective** enrichment of the curriculum through visits and visitors. Links with parents, the community and other schools are **very good**. There is a very positive ethos and pupils are **very well** cared for, supported and guided in school by all staff.

Teaching and learning

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

Main strengths and weaknesses

- The overall quality of teaching is good, which has had a positive impact on standards pupils reach and their attitudes to learning.
- Monitoring of teaching and learning is rigorous and has contributed towards improvement in the quality of teaching.
- The very high quality of learning support assistants contributes strongly to the achievements and inclusion of pupils, including those with special educational needs and for whom English is an additional language, in all aspects of the curriculum and school life.
- Teachers teach basic skills in English and mathematics well, contributing to improved standards.
- Behaviour management is very good; pupils respond by behaving very well and they have positive attitudes towards learning.
- Overall, teachers do not have sufficient expertise and confidence to teach music confidently, hence standards are below average. (This has been highlighted as a priority of the school).
- Pupils are not sufficiently encouraged to use their literacy skills in an imaginative way in their independent writing in both English and other subjects.
- Assessment procedures in English and mathematics are good. Pupils' progress is tracked and test data effectively analysed to identify those that need extra support.

Commentary

Summary of teaching observed during the inspection in 57 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 11 (19%) | 36 (63%) | 9 (16%) | 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.

12. The table above indicates the quality of teaching seen across the school. Teaching and learning are generally good in Years 1 and 2 and very good in the Foundation Stage. There has been an improvement in the percentage of good and better teaching seen since the previous inspection. This is because there has been rigorous monitoring of teaching and learning by the headteacher, English and mathematics co-ordinators and local education authority advisors. This, coupled with very effective performance management and very good induction and training, has contributed to the good quality of teaching now evident throughout the school. The school has identified that not all teachers are confident to teach music. Support and training are being given as this is a priority.

13. Very good relationships and an insistence on high standards of behaviour mean all pupils have very positive attitudes to learning, enjoy their lessons and behave well.
14. Planning is good and based on the National Strategies for Literacy and Numeracy and national guidelines and other published schemes in other subjects. There is very good consistency of curricular content between each of the year groups, which ensures equality of opportunity for all pupils. Pupils are learning effectively in English and mathematics because teachers teach basic skills well, reflecting the good training and support from the co-ordinators and the local education authority. In addition, the setting arrangements in both Years 1 and 2 strongly contribute towards a good match of work and has ensured that the higher attaining pupils are sufficiently challenged, which was a weakness noted in the previous inspection report. Although pupils are encouraged to use a neat, joined script and taught writing skills and spelling well, they do not necessarily transfer their skills to other aspects in English or to other subjects. There are limited opportunities for pupils to write at length, independently, in an imaginative and creative manner. Pupils are taught to use their numeracy and ICT skills in a satisfactory manner in other subjects, although the school is aware that ICT could be used more extensively in other subjects, such as in science and art and design.
15. Teaching in both the Nursery and Reception classes is very good overall, which is an improvement since the last inspection. There is very strong teamwork throughout the Foundation Stage and all staff work very effectively to provide a very stimulating and interesting learning environment. This helps children to learn effectively and make good progress towards achieving the early learning goals. There is very good transition between Nursery and Reception and improving links with Year 1, which help children settle to National Curriculum work. Planning is very good and covers all areas of learning well, both indoors and outdoors. There is a very good balance between teacher-directed activities and those that children choose themselves. This helps them to become very independent and make decisions.
16. Pupils with special educational needs and those for whom English is an additional language are well taught, like their classmates. The very effective deployment of the learning support assistants and the high quality of their work make a significant contribution to pupils' achievements, both academically and socially. Teachers and learning support assistants know their pupils well, and they plan a very good range of activities so that pupils' learning moves on at a cracking pace. Pupils respond positively and their contributions are valued.
17. Assessment in Years 1 and 2 is good overall. It is very good in English and mathematics. There are very thorough whole-school procedures that have been implemented by the 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. Learning targets are regularly reviewed and amended where appropriate to provide new challenges. As a result of these procedures, teachers know the abilities of their pupils very well and, together with the setting arrangements, ensure all children are suitably challenged because work is matched well to pupils' prior ability. This is evident in the rise of pupils achieving the higher levels in the national tests. There is a range of satisfactory systems used to assess pupils' progress in other subjects and an assessment cycle has been set up to ensure aspects in all subjects are now regularly assessed.
18. Assessment is used well for pupils with special educational needs. They are identified early, either upon entry to the school or in the playgroups they attend. Pupils who speak English as an additional language have detailed and systematic assessment of their gains in knowledge, skills and understanding, which is used very effectively to plan the next stages in learning and to check out how well the pupils are doing in their acquisition of spoken English and communication skills.
19. Assessment procedures in the Foundation Stage are very good. They are begun in Nursery and continued into Reception and are based on the recommended guidance for the six areas of learning. Information is collected initially from home visits and playgroups. There is a very effective range of assessment records based on detailed observations, tick-sheets and staff

noting significant achievements. The staff know the children 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. Within the Hillingdon Early Years Profile, areas are identified for pupils who need extra help, whether this is to address the needs of higher or lower attaining children. Attention to individuals' needs is a distinctive feature of the work of the Foundation Stage.

The curriculum

Provision for meeting the curricular needs of pupils in Years 1 and 2 is **good**. It is now very good in the Foundation Stage. The curriculum is relevant to all pupils and is enriched by a good range of extra-curricular and after-school activities, together with a range of visits and visitors. Accommodation and resources support the curriculum very well.

Main strengths and weaknesses

- The well-planned and varied curriculum provides pupils with a range of relevant and interesting learning opportunities.
- The imaginative indoor and outdoor curriculum for children in the Foundation Stage is very good.
- Pupils' experiences are widened through a range of visits, visitors and good after-school activities.
- The school takes care to ensure that pupils of all backgrounds and with different learning needs are fully included in all activities.

Commentary

20. The curriculum is broad and covers all the subjects required by the National Curriculum and meets statutory requirements. Provision for collective worship and for religious education, as set out in the locally agreed syllabus, meets requirements well. The curriculum provides all pupils with a range of interesting and relevant activities. At the same time, there is an appropriate focus on raising standards in literacy and numeracy. There is a good programme for sex and relationships education appropriate to pupils in Years 1 and 2, which is delivered through personal, social and health education, science and religious education. The school is working hard to develop cross-curricular links and this area is a focus for development later this term.
21. The very good curriculum in the Nursery and Reception classes provides very 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.
22. There is very good access to all aspects of the curriculum for all pupils. This is because the school is committed to providing an education which meets the particular needs of each of its pupils and, where appropriate, lessons contain separate activities designed specifically for the higher and lower achievers. The school undertakes a curriculum audit each year and this informs priorities for development. The curriculum is regularly reviewed to ensure that it remains relevant and meets the needs of different groups of pupils. The setting arrangements introduced for pupils in English and mathematics are proving beneficial for all pupils, including the higher attainers, which was a weakness noted in the last report.
23. Pupils' experience is broadened through a good range of visits to places of interest and of visitors into school. There is a good range of after-school activities and these are well attended.
24. Preparation for each stage of education is very good. Teachers liaise closely to ensure that the curricular and other needs of pupils are considered when children move between Nursery and

Reception, from the Foundation Stage into the main school, and when they transfer to the junior school. This helps to ensure that their educational, social and emotional needs are considered and that continuity of education is effectively sustained.

25. The curriculum is well supported by the school's very good accommodation and the good resources that support all subjects of the National Curriculum and religious education.
26. Provision for pupils with special educational needs is very good. The setting arrangements in English and mathematics are very effective in meeting their individual needs. Pupils with English as an additional language have the same curricular opportunities as all the other pupils at Whitehall Infants. No one is left out. They have full and equal access to all extra-curricular activities, such as clubs, sporting opportunities, performances and visits, and they are fully included in every aspect of the school's day-to-day life.

Care, guidance and support

The school makes **very good** provision for the care, welfare and security of the pupils. The provision for support advice and guidance of the pupils is **good**. The school values pupils' views and involves them in decision making.

Main strengths and weaknesses

- The pupils feel secure and they are very well cared for.
- Pupils are confident in seeking advice from school staff if they have a concern.
- The arrangements for introducing children into the Nursery and for their progress into Reception classes are very good and there is a very smooth progression for pupils going on to junior school.

Commentary

27. There is a very happy and industrious atmosphere in the school that is conducive to learning. Pupils feel secure and they are very well cared for. Staff are vigilant about health and safety matters. Governors and senior management complete regular risk assessment. Defects are noted and quickly remedied. Pupils learn about a healthy lifestyle through a well developed personal, social and health education programme. This programme includes details on healthy eating. Staff are qualified to attend to pupils if they are sick or injured. Records are kept and parents informed. Child protection procedures are good and staff are well aware of their responsibilities. Parents report that there is very valuable counselling provided for pupils who have experienced difficulties in their lives.
28. Teachers and the learning support assistants know the pupils very well. Their knowledge is supported by good monitoring systems. This means that pupils are well supported and given effective guidance on how they can improve their achievement. Teachers are sensitive to pupils' needs and they are always ready to involve parents if there is a concern. Good assessment procedures are used to track pupils' academic progress, including those with special educational needs and those who are at the early stage of learning English as an additional language. Because of the very good relationships with staff, pupils are confident in seeking advice or further explanations if they have not understood a teaching point. Parents are impressed with target setting for both academic and personal development, which they agree helps their children progress. Curricular details are sent to parents each term and there are courses for parents relating to the main subjects, including ICT, which are appreciated by parents. An evening each term is set aside for parents and teachers to discuss their children's progress in more detail than they are able to do on a daily basis. The school is sensitive in providing translation help if parents find discussions in English difficult. This close co-operation with parents is beneficial to pupils' very good achievement.
29. Induction arrangements are very good. Teachers visit homes prior to admission, which parents appreciate. They also find the meetings at times of transfer between stages very helpful. As a

result, pupils in the Nursery and later in the Reception classes settle quickly to the routines and enjoy the happy atmosphere at these early stages. Similarly, pupils are well prepared for their new life in the junior school next door. They know many of the pupils and their new teachers and are familiar with the school buildings.

30. The school is successful in seeking pupils' views and involving them in its work. The headteacher is always open to suggestions and regularly listens to the opinions of pupils of all ages. Discussions in class encourage pupils to express their thoughts and share their ideas. Pupils are treated as individuals and their involvement in school routines, activities and events promotes confidence and helps to develop a sense of community.
31. The provision for pupils with special educational needs and for pupils with English as an additional language is very good and all statutory requirements relating to their health, care and welfare are met fully. The level of care and support given by teaching and learning support staff is second to none and the contribution of multi-lingual staff increases the pupils' confidence and understanding very well indeed. There are very good records of pupils' progress and achievement in both academic and personal skills. These are discussed with parents and pupils, and learning targets are shared. This helps every pupil to have a clearer understanding of how well they are doing. Outside agencies give appropriate support where necessary and there are very good links with the nearby junior school, which make the transition as smooth as possible.

Partnership with parents, other schools and the community

The school has **very good** links with parents, other schools and with the community.

Main strengths and weaknesses

- Parents are very supportive of the school and make very good contributions to their children's learning.
- Parents' concerns and suggestions are very carefully considered and the school values their views.
- There are very good links with local schools and colleges.
- The very good links with the community help pupils to broaden their education beyond the school boundaries.

Commentary

32. Parents are very satisfied with the school and all it provides for their children. A large majority of parents value education and are keen to secure the best for their children. This has a beneficial effect on the partnership with the school in its efforts to achieve high standards. Parents feel that, because teaching is good, their children make good progress. They also feel that teachers encourage their children to become mature. They confirm that the setting and grouping systems promote learning and encourage greater confidence at all levels of ability.
33. Parents are kept well informed about the school and its activities. Daily contact gives an opportunity for parents and teachers to work together. Consultation evenings and well-written annual reports keep parents informed about their children's progress. Some technical terms in these reports could be baffling but the set targets are well directed so parents can be involved with helping their children to progress. The very strong relationship with parents is led by the headteacher, who is always available and gives time to answer questions and to listen to parents' points of view. Parents confirm that there are ample opportunities to meet with class teachers, who help them, so they in turn can help their children to cover the work more efficiently.
34. These effective links enable parents to make very good contributions to their children's learning by helping with homework, providing valuable help in classrooms and on trips and visits. Parents also contribute in other effective ways; for instance, in providing nursery rhymes from

around the world, also, parents from other cultures talking with pupils, providing them with food to try and showing them dress and dance from their culture. Parents who are learning English meet at the school with their teacher in a very congenial and productive atmosphere. This gives them confidence, either with or without a translator, to be able to communicate with teachers if they have a concern or if they want to discuss their children's progress. Parents from the Muslim community speak very positively about the school and its values. Parents from all backgrounds emphasised how much the school welcomes them and involves them in the life of the school. Effective links are established before children start in the Nursery, as home visiting is carried out by the staff before entry into school. This helps to inform the parents about routines and helps the staff get to know the children.

35. There are very good links with the community. Visitors to the school help to make pupils aware of their own and other cultures. Visits to museums and galleries and to the local canal and country parks enrich the curriculum. There are good links with local churches which help to enliven the religious education. The very good links with the adjacent junior school ensure that pupils transfer happily to the next stage of their education. Students from the secondary school help in the Nursery and Reception classes, which makes a valuable contribution to children's social development. The school also provides opportunities for educational study for the local college of further education and hosts classes for English for parents, which are well attended.
36. There are very good links with parents of pupils with special educational needs. They are fully involved in reviews of their child's progress. Parents and carers of pupils with English as an additional language are actively involved in their children's education. The multilingual staff are able to translate for parents and carers, making sure that they fully understand what is needed if their children are to succeed. Oral and written communication are very good, as are relationships, and parents are very supportive of the school. They appreciate the many opportunities that are provided for their children at Whitehall Infant School.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**.

Main strengths and weaknesses

- The governance of the school is very good. Governors play an important role in shaping policies and make a major contribution to its ethos and success.
- The leadership of the headteacher is very good. She is committed to raising standards, promoting inclusion, and creates excellent relationships within the school community.
- The leadership of other key staff is very good. Most subject co-ordinators lead their subjects with flair and commitment.
- The effectiveness of management is very good. There are clear and manageable procedures to ensure quality.
- When deciding the priorities for development, financial implications are carefully considered and principles of achieving the best value for the money allocated to the school are very good.
- There is a very good level of awareness of the longer-term implications of spending decisions.
- Financial control and administration are very good and specific grants properly targeted.
- The school has been successful in retaining a reasonably settled staff. Teachers and learning support staff are highly valued and are strongly encouraged to develop their professional skills.

Commentary

37. The governance of the school is very good. Governors play an important role in shaping the vision and direction of the school. They fulfil their statutory duties and have a very good

understanding of the strengths and weaknesses of the school. They give great support to the professional staff. They question constructively whilst seeking the clarification and information they require to ensure that decisions are fully justified and are based on sound financial and curricular guidance. Governors keep in close touch with the school through regular visits and reports from senior staff. There are individual governors associated with each subject as well as those appointed to oversee the provision for pupils with special educational needs and those for whom English is not their first language. Governors work with the school to a very good degree and bring an informed and constructive approach to their deliberations.

38. The leadership of the headteacher is very good. She has high aspirations for the improvement of the school and is able to motivate and inspire others to bring about improvements. She has a clear focus on raising standards and achievement but also attaches immense importance to the development of each pupil in her care. Her philosophy is focused on the 'whole child' and priorities embrace not only the achievement of pupils, but also their attitudes, their wellbeing, their moral and their social needs. She initiates substantial curricular development which is based on thoughtful and rigorous evaluation of provision and analysis of data. She seeks to learn from good practice elsewhere and to provide a rich and stimulating learning environment. The degree to which she inspires governors, managers, staff, pupils, parents and all associated with the school to work collectively is a tribute to her leadership and a crucial element in the success of the school. She has successfully harnessed the richness of cultural diversity associated with the school to embrace the different traditions and this has fostered very positive attitudes towards other ways of life and deeper appreciation and respect for other cultures. An 'International Evening', for example, celebrated the food, dance, dress and culture of many countries and was spoken of warmly by parents and pupils.
39. The leadership of other key staff is good. The deputy headteacher and other senior management team provide strong support for the headteacher. Subject co-ordinators lead their subjects with flair and commitment, although the leadership of a small number of subjects is in a transitional period. Leadership and management are very good in the Foundation Stage. The co-ordinator has created a very effective team, which has had a positive impact on children's learning and provision.
40. The school has been innovative in appointing an inclusion manager. She has a key role in school as a senior member of staff. Her leadership is very good and management of special educational needs is very effective, as is her management of the education of pupils from ethnic minority backgrounds. The needs of the gifted and talented pupils are under the role of the inclusion manager. She has made a good start in ensuring the curriculum meets all these pupils' needs and has completed an audit and drawn up a register to cover all curriculum areas. She has a very clear vision about the way forward, and a total commitment to achieving excellence for everyone. This contributes significantly to the very good level of provision and very effective levels of support that the school provides.
41. The effectiveness of management is very good. Agreed initiatives are implemented with consistency and rigour and very good monitoring procedures are in place to ensure proper implementation and informed evaluation. Staff are highly valued and strongly encouraged to extend their professional expertise. This impacts positively on standards and achievement through secure subject knowledge and greater expert awareness. It supports the sense of purpose and the motivation that is apparent throughout the school. This strong development of professional training extends to support staff as well as teachers, as is exemplified by the courses leading to higher qualifications undertaken by some support staff. The school is a welcoming place with a diversity of visitors enhancing the learning. This enrichment extends to a very full programme involving student teachers, work experience students and voluntary helpers. New teachers are given very good support. Induction procedures are effective with very good support by senior staff for both teaching and learning. Staff development is linked to personal development and is co-ordinated with the school improvement plan. There is very good morale amongst the teaching and non-teaching staff as all feel they are fully involved with planning and that their individual opinions are valued. Senior staff regularly seek external views

on its performance. The management of the school reflects high aspirations and a marked lack of complacency.

42. Inclusion, promotion of equality and meeting the needs of individual pupils are excellent. This is because everyone associated with the school is committed to providing an education which meets the particular needs of each of its pupils. The dedication and hard work of teachers and support staff create a purposeful and secure environment with equal opportunity for every pupil. Where appropriate, lessons contain separate activities designed specifically for pupils with different capabilities. The setting arrangement in English and mathematics effectively continues this process with further planned activities to address the range of competence within a particular set. Pupils with special physical, emotional or educational needs are fully incorporated into the life and work of the school. Staff are sensitive to the personal circumstances and characteristics of each pupil and every child is valued.
43. Teachers and other staff provide very good role models for pupils. The school undertakes thoughtful analysis of the assessment data available to it to decide priorities, with very good monitoring to ensure that decided priorities are properly implemented and shortcomings constructively addressed. The school development plan includes details of the financial implications of each agreed priority. Measures for evaluating the cost effectiveness of major spending decisions are not always sufficiently precise. The significant investment in laptop computers, for example, was not associated with sharply-defined, objective measures by which the impact of this initiative could be judged.
44. Governors and senior staff demonstrate good awareness of the financial implications of their decisions. Budgets are set carefully and longer-term trends and implications considered. Day-to-day financial administration is very good. The school administrative officer exercises her responsibilities with considerable diligence and efficiently. There is independent separation of orders and payments and additional money allocated to the school for specific purposes is properly directed. Grants to improve provision for information and communication technology, to phase in the common admission date and funding to improve standards, exemplify such application.
45. Governors are keenly aware of the need to ensure that the money allocated to the school is spent carefully and consult widely as part of this process. Competing quotations are obtained before contracts are issued, although governors are mindful that the cheapest price does not always represent the best value. The school constantly challenges itself to provide better value and compares the school's results with national averages and with schools having a similar pupil intake. Taken as a whole, the governing body employs the principles of obtaining best value for money to a very good level.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 910,781 |
| Total expenditure | 823,363 |
| Expenditure per pupil | 2,973 |

| Balances (£) | |
|--|--------|
| Balance from previous year | 71,365 |
| Balance carried forward to the next year | 87,418 |

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 significant strength of the school and has improved since the last inspection. It is now **very good**. When they are three, children attend the Nursery on a part-time basis. They transfer into Reception in September and January. A significant strength of the Foundation Stage is the imaginative curriculum which takes place, not only in the classroom but also in the attractive outside areas for the Nursery and Reception classes. The staff work hard to make all areas attractive and stimulating learning environments, which strongly contribute to children's good achievement.

The majority of children enter the Nursery with attainment that is well below average, particularly in language development and social skills. The reason for attainment being so 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 very limited language. While in the Nursery, the good support from the multilingual support worker is of particular value in helping children to make a confident transition from one language to another. Children achieve well in the Nursery, but although they make good gains in their learning, their attainment is still below average on entry into the Reception classes. In these classes, children achieve well, but in communication, language and literacy, a significant number are not likely to attain the early learning goals by the end of Reception, although in other areas of learning, many children reach levels expected, but there is little higher attainment, consequently, standards overall are below average. However, due to very effective promotion of personal, social and emotional development by all staff, children achieve very well in this area of learning.

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 because all staff have very high expectations with regard to good behaviour and positive attitudes towards work and play.
- All children are skilfully included in all aspects of the curriculum, which helps those with special educational needs and those for whom English is an additional language achieve very well.
- Children are encouraged to become independent and select their own resources and activities.

Commentary

46. All children, regardless of ability, gender or ethnic background, achieve well, some very well, and make a good start in developing appropriate skills. This is due to effective learning situations and the very good quality teaching. These help children of all abilities to make very good progress in gaining independence and confidence, playing together and showing an enthusiasm to learn. Children in all classes are well behaved and this reflects the high expectations of the teachers. By the end of Reception, the majority are likely to reach the early learning goals.

Nursery

47. Children in the Nursery are interested in their learning environment and want to explore the possibilities provided both indoors and outside. Most select for themselves an activity which interests them, and concentrate on this for an appropriate time rather than flitting around the classroom. The children have formed very good relationships with the caring adults working in the Nursery and confidently work with them, accepting and asking for help. They know

classroom routines well, for example, helping themselves to their drinks and fruit, socialising with their classmates during this time and then recording they have had their snack by putting their name card on the notice board. All children are expected to help with tidying up, most rise to these expectations, including children for whom English is an additional language.

Reception

48. The very good beginnings are built on effectively in Reception. Children are very happy and settled and, through a very 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. The great majority of pupils change into kit for physical education without help, although one or two take a great deal of time to do so. Teachers are keen to ensure that the children become self-sufficient and, in such situations, the learning support assistants give as little help as possible in order to achieve this aim. However, the teacher in a lesson that was observed gave gentle reminders to the children to fold clothes neatly. Children behaved very well out on the field. This is because learning is made fun and children enthusiastically took part, listened to instructions and co-operated very well with one another and the staff.

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, including those for whom English is an additional language, to communicate more effectively.
- Children are encouraged and supported very sensitively to talk about their ideas and to listen carefully to the staff and other class members.
- There are good opportunities for children to learn the basic skills of writing and reading.

Commentary

49. Teaching is good and often very good. There is a strong emphasis on improving standards in language development. The development of speaking and listening is a whole-school priority and promoted very successfully in the Foundation Stage. This is essential, as there are many 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 by the end of Reception a few will meet the early learning goals, although many will not. Nevertheless, this still represents good progress from low beginnings in the Nursery.

Nursery

50. 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. Effective questioning and use of technical vocabulary by the Nursery teacher helps children explain what happened when various objects sunk, during a session on floating and sinking. *'It went down'* was the first response; *'they both went deep'* was another. Children, early to speaking English, enjoyed working with the multilingual support worker and listened and sequenced the story *'Whatever Next'*. Children obviously knew the story and, in a mixture of English and Bengali, they said where Baby Bear was going and the things he would need for the journey. At the end of the morning, all children enjoy story time. They sit quietly and were keen to hear the story. They remembered features of the story and characters in reply to the teacher's questions.

Reception

51. Speaking and listening skills are promoted very well during activities, both inside the classroom and outside. 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 achieve well. 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. A few children are likely to achieve the goals in reading but many are at an early stage in acquiring skills. Nevertheless, they all enjoy sharing and 'reading' books during the very well planned reading conferences that take place during the week. Because the teachers have very high expectations that children work sensibly at their independent activities, both the teacher and her assistant have good opportunities to work with small groups. This system is proving successful. Children of lower ability understand book conventions; they know about the role of the author and illustrator when discussing books. All of the children are fully aware that print carries meaning and through teacher-led sessions enjoy learning sounds and letters linked with actions.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff effectively promote mathematical vocabulary through a wide range of activities.
- Children of all abilities and ethnic backgrounds are effectively included in mathematical activities.
- A wide range of equipment is used to promote mathematical development, both in the classrooms and in the outside areas.

Commentary

52. Teaching and learning are good and this helps children achieve well. By the end of the Reception, many will have attained the early learning goals for mathematics, and a few will have exceeded them, as English language is less of a barrier in this particular aspect of the curriculum. Effective teaching helps the children build up appropriate mathematical language and concepts. The use of songs and rhymes introduces children to colours and early counting skills.

Nursery

53. A few children in the Nursery are counting, carrying out simple addition to ten and matching objects to numerals. However, some children needed a lot of support to count one to three on a dice. Good teaching of mathematical skills and imaginative activities contribute to children achieving mathematical knowledge and understanding. For example, a mathematical activity encouraged children to work within five. Children had to find numerals in reverse order by climbing, balancing and finally coming down the slide when zero was reached. The teacher effectively reinforced the concept as she counted with the children or demonstrated the route. This meant that all children accessed this activity and achieved well.

Reception

54. There are many good opportunities for children to achieve well in all aspects of mathematical development, both inside the classroom and outside. Many children count to ten and a few to 20. Interesting activities help all the children learn well, for example, the concept of more and less. Children put themselves into groups according to various attributes, such as hair colour. They enjoyed counting with the teacher to find out which group had more or less children. Practical tasks such as this contribute towards children gaining correct mathematical vocabulary.

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 to enhance this area of learning.
- Children show an interest and competence in using computers.
- Children's cultures and backgrounds are promoted well through activities linked to festivals.

Commentary

55. Teaching and learning are good and this helps 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, but a few will not.

Nursery

56. The children enjoy using the wide range of construction kits available. Children are encouraged by staff to describe what they are doing, which contributes towards the development of speaking and listening skills. From photographic evidence, it is evident that visits to the locality supports learning well. Children visited Uxbridge station during their topic on transport. Early scientific principles are acquired through effective questioning and opportunities for children to learn from direct experience. For example, when they predicted which items would float and which would sink. Children enjoy using the computers and are beginning to control the mouse well, which helps them to select icons and drag them and drop them in the correct positions.

Reception

57. Children begin to gain an understanding of the wide range of cultures and beliefs represented in the school. They learnt about the Christmas story, celebrated the Chinese New Year by making a large class dragon, used chopsticks and ate noodles and made diva lamps to celebrate Diwali. Scientific principles are further extended in Reception well. In the outside area, children had good opportunities to test vehicles going down ramps and, with effective intervention from the teacher, they worked out what would happen when the position of the ramp was changed. Children extend their use of information and communication technology as they confidently use listening stations to hear stories.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are good opportunities for all children to play and develop their physical skills. In addition, children have the opportunity to use the hall and field.
- There is ample equipment for children to use in the outside areas and in the classrooms.

Commentary

58. Children have good opportunities to play and exercise outside in a secure environment. Teaching and learning are good, which helps children achieve well in physical development, as well as developing their social skills in the classrooms, the outside areas, the hall and field. By the end of the Reception, the majority of children are likely to achieve the early learning goals.

Nursery

59. Children have ample opportunities to develop their physical skills in the outside area. They confidently balance, slide, swing and climb on pieces of apparatus. Most have satisfactory control of their bodies as they ride a variety of wheeled vehicles and steer them with increasing accuracy and have a good awareness of others. They show good manual control when working with a variety of tools and develop their manipulative skills well, as they rolled a marble around in a tray of paint.

Reception

60. A physical education lesson on the field was well planned and much enjoyed by all. The teacher started with energetic and lively warming-up exercises well known to the children. They know that they need to warm up muscles and recognise changes in their bodies following exercise and take their pulses and their classmates. Children enjoy their lessons, which are fun, and are effectively encouraged to think about teamwork and to co-operate with one another. In the classroom, the children's use of simple tools is developing well. Outside, children ride on wheeled vehicles and learn to steer with increasing accuracy, and develop an awareness of others. A wide range of activities involve the use of pencils, glue spreaders, paintbrushes, scissors, equipment for pouring water and tools for gardening. This helps children pour water into funnels, through tubing and into a watering can with good dexterity.

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 is a good promotion of role-play, which helps children use their imagination effectively.

Commentary

61. Teaching is good and this helps children make good progress. Consequently, by the end of Reception, many are likely to achieve the early learning goals. In all classes, they enjoy playing in the role-play areas in the classrooms and outside and gain confidence in using different media and tools. Children are building up a repertoire of well-known songs and rhymes.

Nursery

62. From evidence of work on display and in children's portfolios, it is clear that children have many opportunities to explore different materials and media. They enjoy mixing colours and carefully print and paint good representations of themselves. There are realistic role-play areas with good resources where children dress up as various characters; this contributed to the creation of an imaginary journey. Two children packed their bags with suitable items to go on holiday. On arrival, they pretended to go underwater with goggles on. Large boxes were then arranged to create an aeroplane upon which they travelled home.

Reception

63. 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. As in the

Nursery, role-play areas encourage the children to use their imagination as well as to employ their literacy skills. The travel agents is a popular area, where children fill out booking forms following a conversation about the destination the visitor wanted to visit. It is evident that good intervention and preparation for role-play takes place from the appropriate language that children use and the way they used the telephone and computer to book the holiday. Children linked making music with the models they produced and enjoyed playing their *guitar* and *drum* as they went around the room.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in writing are above average and continue to improve.
- Standards in reading are improving and are now in line with standards achieved by seven-year-olds nationally.
- Pupils achieve well and build on their skills; handwriting is particularly good.
- Teaching is good and is improving standards.
- Pupils with special educational needs are well supported through the setting arrangements.
- Leadership and management are effective.

Commentary

64. Test results show that overall, standards in reading and writing are improving from year to year. This represents good improvement since the previous inspection, particularly as there is a higher percentage of pupils with special educational needs and of pupils who speak English as an additional language now in the school. Although standards in reading declined in 2003, staff recognised this and have focused on strategies to raise attainment in reading. Reading standards seen during the inspection were in line with those achieved by seven-year-olds nationally. New resources have been bought and the library is being developed further. Early indications are that test results in reading are likely to be higher this year. The above average standards in writing have been maintained.
65. When children start school, many of them have well below average speaking skills. Teachers and learning support staff work hard to develop children's speech. They are increasingly planning opportunities for talk in all lessons. Pupils listen well to their teachers and to each other. In a Year 1 lesson, adults modelled talk very well for pupils, discussing how Red Riding Hood and her mother might be feeling when Red Riding Hood went missing. Pupils try hard to follow the adults' examples but sometimes find it difficult to express their ideas in sentences. Pupils in Year 2 speak confidently in lessons. Teachers structure lessons well to provide opportunities for pupils to talk to partners and in small groups. This helps pupils to develop their skills and by the end of Year 2, their speaking skills are average. They listen well to their teachers and to one another.
66. Pupils enjoy reading. They read at home regularly with family members, but found it difficult to talk about their favourite books and stories. Pupils are learning good strategies for tackling unfamiliar words. They sound out words and split them into smaller sections. Some use picture cues to guide them. In the reading sample, pupils did not always read the rest of the sentence to help them work out what the word might be. Pupils correct themselves when they realise that what they have read does not make sense.
67. Pupils continue to make good progress in the development of writing skills. By the end of Year 1, most pupils are able to write using joined script. Handwriting and presentation are good throughout the school. Higher attaining pupils write well using interesting vocabulary. They use

simple punctuation correctly. Whilst pupils learn spelling regularly and do well in their weekly tests, many of them are not yet transferring what they learn to their independent writing. The school has worked hard to teach pupils the writing skills they need. Pupils are now ready to use these skills more in their independent writing and to be able to write at length in a more creative manner, both in English and in other subjects.

68. The quality of teaching seen in lessons was good overall. Teachers place a high emphasis on spoken language. They question pupils well to make sure that they understand the work. Good teamwork between teachers and learning support staff ensures that they meet the needs of different groups of pupils effectively, including higher attainers, those with special educational needs and those who speak English as an additional language. This means that pupils make good progress and achieve well in all aspects of English. Teachers assess pupils' work thoroughly, which helps them to plan the next steps. When they mark pupils' work, they give them guidance about how they can improve as well as celebrating their achievements.
69. The leadership and management of English are good. The subject leader has a good understanding of the subject and supports colleagues effectively. She has recently monitored pupils' books and gives colleagues constructive feedback. She has a good understanding of what needs to be done to improve standards further.

Language and literacy across the curriculum

70. Pupils have good opportunities to use their reading and writing skills in different subjects. They use non-fiction books to find information on different subjects and explain how to use the contents and index pages. In design and technology, pupils write descriptions of how their models work and in history, they write about changes in lighting over time and make notes about famous people. However, the use of creative, extended writing is limited. Teachers encourage pupils to develop their speaking skills through role-play in different subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils leave Year 2 with overall standards that are above the national average.
- Teaching is consistently good, which contributes to good achievement throughout the school.
- Pupils' attitudes are very good in all parts of the school.
- Leadership and management of the subject are very good. The co-ordinator is providing particularly clear direction and effective strategies to improve achievement and standards.
- The setting arrangement is having a positive impact upon standards and pupils' achievement.
- The procedures for assessing pupils' progress and achievement are very good.
- The school has accurately identified ways in which the mathematics programme can be improved and is taking suitable steps to address them.

Commentary

71. The standards reached by Year 2 pupils are above the national average. Attainment properly reflects the required elements of the National Curriculum. There is good emphasis upon the importance of mathematical pattern, particularly with the higher achievers, but this aspect is less well emphasised with other groups.
72. Pupils enter Year 1 with numeracy skills which are in line with those normally found, although there is little higher attainment. Standards in Year 2 are above the national average and this constitutes good achievement. In particular, the school successfully surmounts breaks in continuity caused by the relatively high numbers of pupils who move to and from the school

and the initial difficulties in comprehension of the high proportion of pupils for whom English is not their first language. Pupils, including those with special educational needs, achieve well in relation to their capabilities because of the consistently good teaching, the fostering of very positive pupil attitudes and the fact that teachers provide a range of tasks which ensure that pupils are working at appropriate levels.

73. Teaching is good throughout the school. This is because teachers manage the pupils well and employ a range of interesting techniques in their lessons. Correct mathematical vocabulary is routinely introduced and used and this helps to develop mathematical understanding, particularly of pupils whose English language skills are developing. A lesson for a lower achieving Year 1 set, for example, contained constant repetition of the correct terminology for three-dimensional shapes. Teachers demonstrate good subject knowledge, use stimulating approaches and develop pupils' understanding by encouraging them to reason and explain their mathematical thinking. Graded tasks within each lesson further promote work that is suitably matched to pupils' capabilities. These qualities were exemplified in a lesson to Year 2 pupils relating to algebraic equations. Here, the purposeful pace, demanding tasks, good subject knowledge and imaginative strategies successfully motivated the pupils and resulted in very good achievement. Learning support assistants provide valuable and sensitive support.
74. Pupils' attitudes are very good throughout the school with almost all showing interest, concentration and maturity. This has a good impact on their learning because the very positive attitudes of the pupils mean that most strive to do well and little time is wasted in lessons. In every lesson, it was clear that almost all the pupils actively enjoyed their work in mathematics. Productive collaboration between pupils makes a very good contribution to social and moral development.
75. Leadership and management of the subject are very good. The co-ordinator for mathematics has a very clear understanding of her responsibilities in relation to mathematics and monitors provision with care and rigour. She has considerable subject expertise, has carefully and thoughtfully analysed the information available and has instigated a number of initiatives designed to improve the school's performance in mathematics. This is exemplified by the action taken to address a relative weakness in pupils' ability to apply mathematical knowledge to written problems. Here, different approaches and greater emphasis are redressing the shortcomings. There is a very good structure for monitoring provision for mathematics through observing teaching, scrutinising pupils' work and checking planning. This is having a very good impact on learning since it helps to ensure that agreed initiatives are implemented with uniformity, that coverage and progression are verified and that shortcomings are quickly identified and acted upon.
76. The setting arrangement is having a positive impact upon standards, achievement and pupils' attitudes. Planning with a common objective, adapted to meet the differing competencies for each set, ensures that each pupil receives the curriculum demanded by the National Curriculum, is able to work at a level appropriate to their capability and can easily transfer between sets if this is warranted by their progress. Teachers are also mindful that there is a range of mathematical ability within each set and this is well catered for through the graded tasks that are routinely included in each lesson.
77. The procedures for assessing pupils' attainment and progress are very good. They provide an informed and objective basis upon which to analyse individual and whole-school performance. Individual targets are helping to make pupils more aware of what they need to do to improve. The agreed initiatives are implemented with consistency and rigour by all the staff and are proving instrumental in raising standards.
78. The findings of the last inspection were generally favourable in respect of mathematics, although there was some criticism of the lack of challenge provided for higher achieving pupils. This has been very successfully addressed. Shortcomings relating to mental calculations and problem solving are being dealt with diligently, although the latter still needs to be addressed further. Beyond this, there has been an improvement in standards, in the quality of teaching

and in pupils' attitude to the subject. Seen in the context of relatively high numbers of pupils transferring in and out of the school and the proportion for whom English is not their first language, there has been a very good level of improvement since the previous report.

Mathematics across the curriculum

79. The use of numeracy skills to support the work in other subjects is satisfactory. The collection of weather data in geography and graphical representation in science illustrate this approach. In this way, the numeracy skills are both reinforced and used as a tool to advance standards across the wider curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and they make very good progress during their time in school.
- Science investigation has a high profile.
- Teaching is good and pupils' learning is productive.
- Systems for assessing pupils' achievement and progress are not sharp enough in science investigations.
- There is little evidence that pupils use information and communication technology fully to support their work in science.

Commentary

80. There has been a good improvement since the last inspection, especially in speeding up pupils' progress. Standards are higher than they were and more pupils are achieving the higher Level 3. When the children start in the Nursery, their skills and knowledge are well below average, their speaking skills are very limited and few children have any prior experience of science activities. Pupils achieve well and by the time they leave Whitehall Infants they have a secure scientific vocabulary, they can use simple equipment to carry out investigations, make comparisons and record their observations in a variety of ways. Standards are average, with a minority of the higher attaining pupils reaching above average standards. Pupils with special educational needs achieve as well as their classmates, as do those pupils who do not speak English as their main language at home.
81. In one lesson, on healthy eating, Year 2 pupils were drawing on their earlier learning to identify and to classify different foods. Their teacher probed and extended their understanding successfully by asking specific questions about food, diet, energy and health. Lower attaining boys and girls were well supported by the learning support assistant, who made sure that they understood the questions and responded to them using the correct scientific language. Higher attaining pupils were well engaged, designing a healthy meal which had a good balance of different foods. Boys and girls from a range of ethnic backgrounds were well represented in each ability group. Their achievement was good, like their classmates. Pupils recorded their findings in different ways, but limited use was made of the computer.
82. Teaching is good and tasks are pitched at the right levels. This helps the pupils to learn effectively. Pupils are well motivated because teaching is challenging and this makes learning interesting. New systems are in place that help the staff to assess how well the pupils are doing. These need further work to ensure that pupils' progress and their achievement in science investigations are tracked and charted effectively across the school.
83. The subject leader has moved the subject forward successfully. Standards, achievement, teaching and learning are monitored effectively, and this has pushed standards upwards. The school is better than it was at analysing the data about its performance. This analysis is done

well, and the outcomes enable senior staff and the subject leader to identify any gaps in learning, and tackle them straight away, so that the pace of learning does not slip. The next areas for development are to improve the assessment of science investigations, and to make more use of information and communication technology to support pupils' work in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is good and pupils in both Years 1 and 2 show very good attitudes and achieve well.
- The co-ordinator provides good leadership and management.
- The guidance for teachers helps to ensure that skills, knowledge and understanding are built systematically.
- A significant investment in resources, such as the 'laptop' computers, teacher training and procedures, has made a good impact on pupils' learning.

Commentary

84. Standards towards the end of Year 2 are in line with those expected. Attainment reflects all the elements for information and communication technology required by the National Curriculum. Almost all Year 2 pupils, for example, use a wide range of word processing tools and, given a little support, can print, save and retrieve files. Year 2 pupils display competence when programming floor devices and on screen control software. They represent data graphically and use painting programs. Their confidence and capability are similar to that normally found in schools. Achievement is good. A significant proportion of the pupils enter Year 1 with limited relevant experience but skills and knowledge are built methodically and incrementally as pupils move through the school. Pupils with special educational needs and those for whom English is an additional language make good gains in their learning and achieve well.
85. Leadership of the subject is good. The co-ordinator is committed to continued improvement and demonstrates a clear, longer-term vision for the subject. She has thoughtfully analysed the requirements of the subject and has instigated a number of initiatives designed to improve standards. Despite significant recent improvement in the provision for information and communication technology, there is no sense of complacency and the school is in the process of networking its computers and installing broadband to further improve provision.
86. Teaching is good in all parts of the school. Teachers have secure subject knowledge, plan lessons carefully and build systematically upon previous learning. They make high, but realistic, demands of their pupils. They demonstrate very good class management skills and have very good relationships with their pupils. This generates a very positive working atmosphere and has a good impact upon learning. Year 1 pupils made very good advances in a lesson relating to graphical representation, for example, because the teacher built the skills incrementally, enthused her pupils and made clear and meaningful explanations. The investment in staff training has made a good impact on standards and achievement.
87. Pupils in both years have very good attitudes towards information and communication technology. They are very interested in their work and sustain their concentration over the whole period of the lesson. They constantly strive to do well and collaborate very productively in pairs and small groups. They clearly enjoy working with computers, as demonstrated by the delightful mixture of surprise and wonderment displayed by Year 1 pupils as their program activated changes in the way data was depicted.
88. The school has put in place guidance for teachers which is considerably detailed. This itemises what is to be taught, and when, and contains a structure which supports the delivery

of a systematic programme. A good and manageable process of assessing pupils' progress has been introduced; this helps to monitor delivery and measure the effectiveness of learning.

89. The availability of sufficient laptop computers to allow one machine between two pupils makes an important contribution to the effectiveness of learning since it allows the direct teaching of skills to be followed by immediate, hands-on experience for all pupils in the class.
90. Since the time of the previous Ofsted report in 1998, the demands of the National Curriculum have been significantly increased. The school has met these demands well and has sustained the standards and judgements made with an improvement in pupils' attitudes to the subject. The advance in recent years has been good.

Information and communication technology across the curriculum

91. The use of information and communication technology to support the work in other subjects is satisfactory. The graphical work relating to animal habitats, word processing in English and the use of the Internet to research historical topics, such as changes to the design of vehicles, provide examples of how information and communication technology skills can be reinforced while also making an important contribution to learning across the curriculum. The school is currently engaged in developing the greater use of information and communication technology across the curriculum.

HUMANITIES

92. **Geography** and **history** did not form part of the focus for the inspection and provision was sampled through the observation of a small number of lessons, discussion with pupils and the scrutiny of pupils' work. The available evidence indicates that provision in both subjects is satisfactory. Achievement is satisfactory in both subjects. Standards towards the end of Year 2 are broadly in line with those expected. There is good balance between the teaching of factual knowledge and of geographical and historical skills. Mapping skills, for example, are developed through routes around the school. In history, due emphasis is given to the variety of sources by which we learn about the past. In a Year 1 class, for example, pupils understood that information could be gleaned from books, artefacts, pictures and the Internet.
93. Geography and history are taught through a series of topics. The current guidance to help teachers plan their lessons provides a sound basis for the content and the balance of the programmes and there are good checks to ensure that this intended programme is delivered. Visitors and visits to places of educational interest make valuable contributions to both subjects.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards in religious education are above average.
- Teaching is good, which helps pupils achieve well and show good understanding.

Commentary

94. During the inspection, it was only possible to observe two religious education lessons. These were both in Year 2. Further evidence was gained from discussion with pupils and scrutiny of teachers' planning. There was little recorded evidence in pupils' books as much religious

education is taught through discussion, drama and practical activities. Teachers' planning shows that the requirements of the locally agreed syllabus for religious education are met.

95. In the lessons observed, pupils showed good knowledge and understanding. They listened attentively to the story of Jesus feeding the five thousand. Teachers related the story well to the idea of sharing and why it is good to share. They then introduced practical activities which involved pupils in sharing. They played games together and shared bread. Pupils enjoyed the lessons and talked enthusiastically about the value of sharing. The activities made a good contribution to pupils' social development.
96. In discussion, pupils from Years 1 and 2 showed a very good knowledge of facts about Christianity and Islam. They spoke of several Christian stories they had heard and one pupil enthusiastically retold the story of Daniel in the lion's den. His story was lively and engaging. Pupils talk confidently about the Islamic festivals they have learned about and know about the holy books of different faiths.
97. Teaching in religious education is good. Teachers have a good understanding of the scheme of work that supports the locally agreed syllabus. Lessons are well planned and cover a good range of topics. Teachers use drama, discussion and practical activities, which engage pupils and result in them enjoying the subject.
98. Religious education is well led and managed. The subject leader has a good understanding of the strengths and weaknesses of the subject. She has ensured that there is a good range of resources to support work in religious education. Progress since the last inspection is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

99. Art and design and physical education were inspected in some depth but **design and technology** and **music** were sampled and did not form part of the focus for the inspection.
100. Evidence indicates that a satisfactory range of activities is provided in **design and technology** and the subject receives due attention. Two well-planned lessons were observed in Year 1 where pupils were seen undertaking satisfactory work. Although teaching observed was good in these lessons, a firm judgement about teaching throughout the school could not be made. In these lessons, teachers used good questioning techniques to encourage pupils to evaluate their own work and that of their classmates. Key vocabulary is promoted well and pupils used correct terminology to describe their work. Pupils' attitudes and their approach to work is good, they co-operate well, enjoy their work and give good attention to finishing their playgrounds. It is evident that work displayed throughout the school has involved pupils in various techniques and enabled them to develop a variety of skills. Year 2 pupils learnt to use levers and turning mechanisms when they designed spiders to go up and down, in the attempt to frighten Miss Muffet. This activity gave pupils good opportunities to use their literacy skills; they described the use of the axle and string when they evaluated their models. The work in the subject is a positive feature of the curriculum and the displays around the school effectively contribute towards the celebration and valuing of pupils' work.
101. Timetables during the inspection meant that only two **music** lessons were observed, one in each of the year groups. In both lessons, pupils' attainment was below the expected levels. In assemblies, pupils sing well and they have well developed rhythmic skills. Teachers are not all confident in teaching music and there has been recent professional development in building confidence. Music has been identified an area for development in the school improvement plan. The curriculum is enriched by visits from different musical groups.

Art and design

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

Main strengths and weaknesses

- Pupils' work is valued and effectively displayed, which contributes towards a stimulating, colourful learning environment.
- Teaching observed in Year 2 is good, with a good emphasis on teaching skills.
- All pupils much enjoy their art lessons and show positive attitudes to their work.
- Art skills are used well to illustrate work in other subjects, although they are more limited in ICT.

Commentary

102. Standards in art and design are similar to those found at the previous inspection and are in line with national expectation by the end of Year 2. The quality of teaching and learning is good. Pupils make good progress in acquiring art skills. As this is a practical subject, pupils with special educational needs and those for whom English is an additional language also make similar gains in their learning. All pupils achieve well, often from below average beginnings in the Foundation Stage. This is because art and design has been promoted well throughout the school, despite the emphasis on raising standards in English and mathematics. Evidence from displays across the school shows that pupils are gaining skills in colour mixing, use of different media, such as pencils, paint and pastels, and in printing and collage work. Good gains are made in observational work, as evident in the lessons observed in Year 2 when pupils skilfully drew fruit and vegetables. They looked very carefully at the objects and effectively used magnifiers. Many produced good quality work and showed an above average ability in observational drawing and produced very creditable sketches of fruit and vegetables.
103. The quality of teaching and learning is good. Good teaching is characterised by the effective teaching of skills, use of technical vocabulary and an opportunity for pupils to experiment with new ideas. Teachers use sketchbooks well, which contribute towards assessment procedures, showing progress pupils have made over the year. Good use is made of pupils' art to illustrate work in other subjects and to raise and stimulate interest in the content of classroom displays. For example, in Year 1, pupils created imaginative collages showing a good link to the work on materials in science. In Year 2, pupils designed prayer mats, which supported their work in religious education. However, the links with ICT are more limited. The co-ordinator is aware that this is an area for development and that this has been raised as a priority area within the proposed curriculum review to promote creativity more effectively in the school.
104. The art and design curriculum supports pupils' spiritual, moral, social and cultural development well. They gasp in amazement when the teacher cuts open some of the fruits, such as a passion fruit. One child commented that this fruit was in the story *Handa's Surprise*. Pupils enjoy art and design lessons and they concentrate with good perseverance until their work is completed. They are proud of their attempts and evaluate their results with maturity.
105. Leadership and management of the art and design curriculum are satisfactory. The school has had other greater curriculum priorities in the past and the development of this subject has been restricted due to these. The co-ordinator is enthusiastic, encourages and supports the staff and ensures there are good resources for them to use. She is aware of what needs to be done and is due to adapt the scheme of work during the whole-school curriculum review.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy physical education and they try hard to succeed.
- The curriculum has been overhauled and there is a good balance of activities.
- Pupils have limited skills at evaluating their own performance and that of other boys and girls.
- There are limited systems for assessing how well pupils are doing.

Commentary

106. Standards are average, as they were at the last inspection. Pupils experience the full range of physical activities and their achievement is sound. Lessons are planned well and due attention is given to planning for the different levels of ability. This helps the pupils to develop their physical skills practically. A minority of pupils find it difficult to concentrate during the lesson, or to wait for the teacher's instructions. When this happens, their learning slows.
107. Pupils' physical skills are taught in a clearly structured way. For example, in a games lesson, pupils were developing the skills of throwing and catching accurately. Many pupils were able to do this with varying levels of success, but a minority of pupils lacked the necessary skills. The adults worked hard to ensure that every pupil succeeded in completing this task, with some success. Pupils need to develop greater confidence in their own capabilities if they are to achieve the highest standards they are capable of achieving. Systems for assessing pupils' progress and achievement have a limited impact on pushing up standards. These need revising to ensure that teachers have accurate and up-to-date information about their pupils' progress and achievement.
108. The subject leader has had a positive impact on moving the subject forward. However, more work needs to be done if the subject is to improve overall.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

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

Commentary

109. Personal, social and health education is very well provided for. Relationships within the school community are very good, and staff provide very good role models. Circle times are used effectively to explore a range of moral and social issues, giving the pupils many opportunities to share their ideas and to gain a deeper understanding into each other's different cultural beliefs. The role of family members was explored in one lesson, where the pupils had to consider aspects of gender stereotyping. This was managed very well within the context of the composition of different family groupings, and the roles of various family members.
110. Looking after their bodies and eating healthily is always at the forefront of learning. Fruit is provided on a daily basis, giving all the pupils every opportunity to eat and enjoy fruit, while learning about the need for a good diet that includes fruit and vegetables. Pupils learn about keeping safe, both in school and when they are in the wider community. Road safety is always emphasised because of the built-up area that most pupils live in. School and class rules are in place, helping the pupils to develop their own awareness of the need for rules in any

harmonious society. The school makes the best use of the school nurse, who shares her expertise with staff and pupils alike. These many and different experiences provide positive support for the good education that the children at Whitehall Infants enjoy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 2 |
|--|----------|

| | |
|--|---|
| How inclusive the school is | 1 |
| How the school's effectiveness has changed since its last inspection | 2 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 4 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 5 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |

| | |
|--|----------|
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 2 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |

| | |
|--|----------|
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 2 |

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