

INSPECTION REPORT

SPRINGWELL INFANT AND NURSERY SCHOOL

Hounslow, Middlesex

LEA area: Hounslow

Unique reference number: 102502

Headteacher: Mrs C Norris

Lead inspector: Ms Anne Elizabeth Kounnou

Dates of inspection: 4 – 6 November 2003

Inspection number: 260595

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:	Foundation
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	304
School address:	Speart Lane Heston Hounslow Middlesex
Postcode:	TW5 9EF
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Lakhe
Date of previous inspection:	10 May 1999

CHARACTERISTICS OF THE SCHOOL

Springwell is a larger than average infant school with a 78 place nursery, situated to the West of London near Heathrow Airport. The school is popular and oversubscribed. Almost all the pupils, 92 per cent, are learning to speak English as an additional language, they are at many differing stages of fluency. Pupils' home languages are mainly Punjabi, Urdu and Hindi. There are 12 different ethnic groups represented at the school. Around 12 per cent of pupils are entitled to free school meals, and this is about average. About 26 per cent of pupils have special educational needs. This is well above the national average, and a very small proportion of these pupils has a Statement of Special Educational Needs. Pupils' needs are moderate or severe learning needs, speech and communication difficulties, and behaviour problems. When children begin school in the nursery at the age of three years, the attainment of many is well below average, particularly in English and social skills. Children's achievements at this age vary widely with some achieving higher levels. The proportion of pupils joining or leaving the school during the school year is typical of most primary schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that is very inclusive. Pupils achieve well with the majority reaching average standards for their age in English and mathematics. Teaching and learning are good, and pupils at all stages of learning to speak English as an additional language do well. Leadership is very effective so that there is a very good ethos for learning. Pupils are eager to learn and parents are very satisfied with the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership.
- The teaching of pupils who are learning to speak English is a strength of the school.
- Teachers make good use of the rigorous assessments they make of pupils' progress.
- Pupils behave very well.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The school seeks, values and acts upon pupils' views very well.
- Teaching assistants work well in partnership with teachers but are not always deployed effectively at the start of lessons in Years 1 and 2.
- The introductions to some lessons are too long so that some pupils begin to lose interest.

There has been **good improvement** since the last inspection, with very good improvement in the Foundation Stage curriculum, and assessment procedures throughout the school.

STANDARDS ACHIEVED

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

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

Standards are improving and pupils achieve well throughout the school. Pupils did very well to achieve average standards in writing in the Year 2 national tests in 2003. Ninety five per cent of those who took the tests were learning English as an additional language, and around a third were at the early stages of learning English. Standards in reading and mathematics were below the national average. The majority of pupils in 'similar schools' with which the school is compared are not learning English as an additional language, and so this comparison should be treated with great caution. Pupils make good progress in Years 1 and 2 from their achievements in assessments at the end of the reception year. These show that the majority do not reach the goals expected at that age. When children begin school in the nursery, the majority arrive with skills and knowledge well below those expected for their age. Throughout the school pupils achieve well due to good, and often very good teaching. Pupils learning English as an additional language at all stages achieve well due to the good support they receive, both in small groups and from all teachers. Pupils with special educational needs do well.

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good. These aspects are strengths of the school. Pupils enjoy lessons and behave well because teachers praise their efforts and encourage them all the time. The exciting range of activities that reflect the pupils' diverse cultures often produce delighted responses. They

begin to gain confidence in the nursery and this grows as they move through the school. Attendance and punctuality are satisfactory overall.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The teaching for pupils who are learning English is a strength of the school. All teachers consistently ensure that pupils understand what is expected in lessons by asking questions, and listening and responding to pupils' answers. Teachers gently encourage pupils to talk in English from the start. Bilingual teaching assistants provide good support sometimes in the pupils' home languages. Teaching assistants support pupils with special educational needs well in all classes, some pupils receive very good help in small groups from support teachers.

A good curriculum helps pupils to learn in all subjects, and the very good enrichment provides added enjoyment and understanding of cultures from around the world. Pastoral care is very good, and consequently many pupils have high self-esteem. There are very good links with the community and links with parents are good, the good quality information is often translated for them.

LEADERSHIP AND MANAGEMENT

Leadership is very good. This is due to the headteacher, her very clear vision inspires staff to improve the quality of their teaching so that standards are rising and pupils achieve well. **School management is good** and focuses on the most important aspects that need to be improved. **Governance is satisfactory**, because the governing body receives very good information from senior staff. The many new governors are keen to improve their understanding of the role of a governor and attend courses to help them do this.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are highly satisfied with the school, mainly because they are respected and have a lot of fun. They would like to improve the school building, because they have high expectations.

Parents are very satisfied with the school and very much appreciate the way in which the headteacher makes them welcome.

IMPROVEMENTS NEEDED

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

- Improve the way that teaching assistants are deployed at the start of lessons in Years 1 and 2.
- Improve the pace of some lesson introductions so that pupils maintain their interest.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in the national tests are **average** in writing, and **below average** in reading and mathematics. Pupils **achieve well** throughout the school because they make good progress from the levels they have reached when they begin.

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

Standards in:	School results	National results
reading	14.9 (14.9)	15.7 (15.8)
writing	14.9 (13.9)	14.6 (14.4)
mathematics	15.5 (15.4)	16.3 (16.5)

There were 87 pupils in the year group. Figures in brackets are for the previous year

Main strengths and weaknesses

- Pupils achieve very well in speaking and listening in all stages of the school. This is due to the consistent whole-school focus on supporting pupils at all stages of learning to speak English in lessons, according to their needs.
- Pupils make better than expected progress in reading and mathematics due to good teaching.
- Pupils at all stages of learning to speak English as an additional language do well.

Commentary

1. The majority of children in the Foundation Stage do not reach the goals expected by the end of reception except in their social, physical and creative development. Children achieve well due to good, and often very good teaching, that increases their confidence in learning a new language. The good activities provided in these classes help children to learn well as they play together. Many children start school in the nursery speaking very little English, other children are bilingual, and speak two or more languages. Teachers and teaching assistants are skilled in helping children at all these different stages of learning English as an additional language to gain confidence in speaking English, and to increase their vocabulary.
2. Pupils in Years 1 and 2 achieve well, making good progress as they move through the school. They do not achieve as well in comparison to those in similar schools. This is because in those schools, where the majority of pupils are not learning English as an additional language, more pupils achieve higher levels in the national tests at the end of Year 2. The table below shows better results when comparing the proportion of pupils who achieved at least Level 2¹. This good achievement is continuing for all groups of pupils. The majority of pupils are likely to achieve the expected standards in reading, writing and mathematics by the end of the school year. Pupils who are more able are challenged well in most classes, and respond very well to the targets they are set. Pupils with special educational needs make good progress because the well-qualified teaching assistants support them well in lessons. A small group of pupils receive very good extra support from the special educational needs coordinator, so that they achieve well in relation to their targets. Throughout the school both boys and girls succeed.

¹ Pupils of average ability are expected to reach Level 2 in the national tests by the end of Year 2.

Standards in national tests at the end of Year2 – pupils achieving Level 2 and above in 2003

Results in National Curriculum tests at the end of Year 2, compared with:	all schools	similar schools
reading	C	C
writing	C	C
mathematics	C	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*

3. Standards in reading, writing, and mathematics are improving steadily from year to year, even though standards in reading and mathematics are below the national average. In writing, pupils achieve standards that are comparable to the national average. This is very good achievement. By the time pupils take the tests at the end of Year 2, many pupils learning English as an additional language have improved their English considerably, because they have been at school for some time. Nonetheless, 95 per cent of pupils who took the national tests at the end of Year 2 in 2003 were still learning English as an additional language. The table below shows that all pupils with more experience in speaking English as an additional language achieved the expected Level 2 in the national tests, and at least two thirds of those at earlier stages of learning English as an additional language achieved this level. This is good achievement for all the pupils. They succeed because they are taught well and because the school pays close attention to helping pupils improve skills in speaking and listening.

Standards in national tests at the end of Year 2 – pupils at different stages of learning to speak English as an additional language in 2003.

The stage of learning English each pupil has reached	Percentage of pupils in Year 2 at each stage	Percentage of pupils at each stage reaching Level 2 in the national tests and teacher assessments.			
		reading	writing	mathematics	science
Stage 1	0	0	0	0	0
Stage 2	32	64	64	79	64
Stage 3	50	100	95	100	100
Stage 4	13	100	100	100	100
No stage	5	100	100	100	100
Total in Year 2	100%				

*Pupils at Stage 1 are just beginning to learn English; pupils at Stage 4 are more fluent English speakers.
Pupils in the 'No stage' group are not learning English as an additional language.*

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **very good**. Pupils' personal development, including spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- The diverse culture of all the pupils is valued very well.
- Pupils behave very well because teachers show them respect and praise them for their efforts.
- Pupils are eager to learn because lessons are interesting and often capture their imagination.

Commentary

4. The table below shows the diverse ethnic backgrounds of pupils attending the school. As soon as you walk into the school the pupils' cultures are obvious to visitors. Displays filling the walls, including window hangings, provide an immediate flavour of this rich heritage. This cultural richness is reflected in the curriculum due to very strong leadership. A very explicit policy outlines the ways that the pupils' cultures should be reflected in every aspect of the curriculum. The policy is translated into an exciting range of activities. In the Foundation Stage, for instance, the dressing up boxes are filled with traditional clothes from many ethnic backgrounds. Both boys and girls in the nursery enjoy dancing with scarves to the Asian music playing in the role-play area. School assemblies are the pinnacle of this policy. During the inspection an assembly to mark Guru Nanak's birthday was a joyful celebration for all pupils. A few Sikh pupils from Year 2 read out simple accounts of their experiences, and adults from the Gurdwara played traditional music and hymns. There was a visible sense of pride in the Sikh pupils in the audience, many of whom turned to their neighbours to explain who these important people were. Activities such as this ensure that the contributions of all pupils are valued so that all are keen to play a part.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	114	0	0
Asian or Asian British – Pakistani	33	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	4	0	0
Chinese	1	0	0
Any other ethnic group	9	0	0

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

5. Throughout the school pupils behave very well. Teachers praise them for their efforts, often rewarding them with stickers, and value their opinions. Consequently pupils have very good attitudes to learning, which enable them to achieve well. The best lessons are marked by very good interactions between pupils and teachers, who ask questions of one another. Pupils are shown trust from the start. For example, children in the reception classes play in the corridors outside their classrooms, using the delightful resources that have been created for them. During the inspection one class had a 'safari bus' set up outside, complete with a seat for the driver and walkie-talkies for the passengers who had to make notes of what they saw on their clipboards. The children played together, quite independently with complete fascination. They took great care of all the resources that were provided for them.
6. Pupils are eager to learn because many lessons are imaginatively planned. Teachers try hard to use a range of visual prompts as well as questions to help pupils understand the tasks they set. This is particularly helpful to pupils learning to speak English as an additional language.

For example in a Year 2 English lesson, pupils learning to write a list of instructions - they had to explain how to get changed for PE - were invited to explore the contents of a PE bag to help them remember what they would need. Pupils then tried hard to remember the targets for writing that they were trying to achieve as they wrote. A purposeful atmosphere such as this permeates almost all lessons. Consequently most pupils are keen to come to school, but a number take extended holidays to visit families overseas. That is why the rate of unauthorised absence, shown in the table below, is above the national average. Attendance is satisfactory overall due to the good procedures to improve it.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.8
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**, including teaching for pupils who are learning English as an additional language. The curriculum is **good**, and is enriched **very well**. Guidance and support for pupils is **good**, there are **good** links with parents and **very good** links with the local community.

Teaching and learning

The quality of teaching and learning is **good** throughout the school. The quality of assessment of pupil's work is **good**.

Main strengths and weaknesses

- Teachers manage pupils well so that pupils are well behaved and keen to learn.
- Teachers make good assessments of pupils' work and use the information well to plan lessons that meet pupils' needs.
- Teachers create a very effective learning environment and use resources very well.
- The teaching of pupils with English as an additional language and special educational needs is good.
- In some lessons the introduction is too slow.
- In Years 1 and 2 teaching assistants are not always well used during the introduction to lessons.

Commentary

7. Teaching and learning have improved since the last inspection due to the very good leadership of the headteacher. Teachers use data they gain from making assessments of pupils' performance well, consequently they plan lessons that focus clearly on what pupils of all groups need to learn next. Throughout the school good teaching ensures that pupils learn well in most lessons. Teachers use positive methods to insist on high standards of behaviour. Pupils have developed positive attitudes that allow them to learn well because they are praised for their efforts. In most lessons teachers use time well and encourage pupils to participate in group activities and to contribute to whole-class discussion. This is a particularly effective strategy for pupils who are learning to speak English as an additional language. In some lessons the introductory session was too long and pupils became restless. Teaching assistants work closely with teachers and provide good support to those pupils they are working alongside. However, in some lessons they had no role in the introduction and so were not well used.

8. Teachers and subject coordinators systematically assess the overall performance of all pupils in the national tests and teacher assessments and use the information to plan changes in the curriculum. This means that standards are rising steadily. One action has been for teachers to set targets for individual pupils so that they focus on what they need to do to improve. All pupils are aware of their targets and have them written on cards that they have with them when they are working so they can continually reflect on them and improve their work. Pupils said how useful they found this. The assessment processes also contribute well to the school development plan, because they identify priorities for the whole school to improve by working together.
9. In classrooms teachers provide an interesting environment that is often an exciting place to learn and promotes high standards of achievement. This is particularly so in the Foundation Stage, where the outside environment is also well developed as a learning resource. This enables children to achieve well in all areas of learning as they play outside. Classrooms are packed with good quality displays of pupils' work, they are lively and bright and resources are very well ordered so that pupils know where to find things. All classrooms and shared areas in the school have good displays of pupils' work that show what they are expected to achieve, reinforcing teachers high expectations. Teachers share what pupils are intended to learn in each lesson very clearly, so that pupils can continually check what it is they are expected to do. As a result, at the end of each lesson most have achieved well. The resources provided to support lessons are good and allow pupils to work independently so that most lessons progress at a good pace.
10. The school has a large number of pupils with English as an additional language at an early stage and teachers and support staff work well with these pupils to ensure they make good progress. Teachers use a wide range of effective strategies specifically designed to help pupils learning these skills. For example, teachers always check that pupils have understood instructions by asking them to explain what they have to do. They are careful to ensure that all pupils understand. There is a very strong focus on developing pupils' speaking and listening skills that is very helpful to pupils learning to speak English as an additional language. Pupils with special educational needs are also well supported both in lessons by teachers and support staff and when they are withdrawn from lessons to work with the special educational needs coordinator. In these small groups they receive very well-tailored support that helps them to make good progress step by step.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3)	12 (31)	15 (38)	9 (23)	2 (5)	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.

The curriculum

The quality of the curriculum is **good**, with **very good** opportunities for enrichment. The quality of resources and accommodation is **good**.

Main strengths and weaknesses

- The curriculum is well planned and takes very good account of the cultural diversity of the pupils because it is very inclusive.
- Pupils with special educational needs receive good support.

Commentary

11. The main strength of the curriculum is that it takes very good account of the cultural diversity of pupils attending the school. This is because a very clear policy document sets out in detail how

each subject should reflect the cultural diversity of the pupils. Consequently, pupils value one another's cultures and share their own experiences. Pupils show pride in the work they do, and are often engrossed in learning because the activities are relevant to their own lives. Resources for learning throughout the school reflect this rich heritage. Teachers and teaching assistants make considerable efforts to make resources for children on an individual basis to support their learning. The way the curriculum is planned helps pupils to make progress in learning skills in all subjects. Longer-term planning ensures that pupils build on their skills each week in all the subjects, so that they achieve well. For example, in the first design and technology lesson to introduce a new topic, pupils in Year 2 have begun to examine the way that puppets move and the materials they are made from in preparation for designing and making a puppet of their own later in the term. In all subjects teachers think carefully about the language that pupils will need to learn to achieve well, and the range of support needed by different groups of pupils. These factors all combine to ensure that the curriculum of the school is highly inclusive, meeting the learning needs of all pupils well so that all pupils make good progress in most subjects.

12. A number of extra activities as well as a stream of visitors to the school enrich the curriculum very well for pupils. These activities engage pupils' interest and contribute to the very positive attitudes they have to learning that are a significant factor in their good achievement. A Breakfast Club and After School Club operate on a daily basis including plenty of help with homework. Some children join older friends in the nearby junior school for sporting activities, this helps to improve their skills. The school makes effective links with the wider school community and this enriches the curriculum through involvement of agencies such as the local road safety team, the National Children's Home, the police and representatives of local religious organisations among others. These good experiences help pupils to develop good personal skills.
13. Pupils with special educational needs are supported well by the special educational needs coordinator who gives good support to both teachers and pupils. The individual education plans relating to pupils' special educational needs are thorough and provide clear targets for learning. Teachers and teaching assistants use these well to support pupils in the main activities of lessons. Partnerships between teaching and support staff are good and their approaches are consistent so that pupils with special educational needs are not confused and make good progress towards their individual targets.
14. Pupils have high expectations of the accommodation. In the school questionnaires the improvements they would like to see are all related to the accommodation or resources. This is because teachers work hard to enhance the accommodation that is available, and pupils are encouraged to use resources with great care. There is unfortunately no space to create a library area, and the ICT suite is not ideal.

Care, guidance and support

Provision and procedures for pupils' welfare, health and safety are **very good**. Support, advice and guidance provided for pupils is **good**. The school seeks to involve pupils in the work of the school **very well**.

Main strengths and weaknesses

- Pastoral care for pupils is all embracing.
- Pupils who are learning to speak English as an additional language, and those with special educational needs are supported very well.
- The targets set for pupils are very helpful to them.
- Pupils show great pride in their school because they are consulted.

Commentary

15. Pastoral care is very good because it is a high priority for the school. Consequently, pupils enjoy very good relationships with each other and adults. Governors and staff ensure the health and safety of the whole-school community by thorough and regular checks, and an on-going review of the improved security measures. Several staff trained in first-aid are always on site in case of any minor accidents. Two teachers now share responsibility for child protection and so that all staff are fully aware of the guidelines.
16. The care provided embraces children who arrive at school speaking very little and occasionally no English, it makes them feel very comfortable in school. In the nursery children aged three years settle quickly into the lively, welcoming atmosphere because they have already met the staff in their own homes. There are bilingual language assistants to help them as they begin to learn another language. Children are heard chattering to one another and adults in their home languages and using some English. This very good support for pupils learning English as an additional language is seen throughout the school. Other pupils join the school when they are four, five, six or seven years old. Appointed 'friends' look after those arriving mid-term with great care and diligence, explaining things to them in home languages sometimes, and always making sure they are not left out. "Helping is my hobby" enthused one Year 2 pupil. This comment encapsulates the strong family ethos of this very inclusive school. Pupils are equally valued and all achievements celebrated, this means that pupils want to do well. This is a significant factor in the good achievement of all groups of pupils. Those with special educational needs receive the same good quality support from both teaching assistants and support teachers.
17. Good support is provided to help pupils of all abilities achieve well. Teachers write simple targets for pupils on individual cards that are usually available on pupils' tables as they work. Pupils are very keen to explain their targets and how hard they are trying to achieve them. The shared approach means that pupils have clear guidance that they find very helpful as they try hard to improve their work. Pupils are very proud of their school. School council members glow with quiet pride as they speak about school council meetings. All pupils have a chance to give their views in an annual questionnaire and are very confident to speak of their concerns. Pupils have high expectations. They have grown used to the very good quality learning environment that staff have created in their classrooms, and are not afraid to ask for even better resources.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents value the approachability of the headteacher and receive good information.
- The school has a high profile in the local community.

Commentary

18. The majority of parents are very satisfied with this popular school. They are pleased to be consulted through annual questionnaires. Very good attendance at the many curriculum and consultation meetings shows their strong support. Parents most appreciate the headteacher's welcoming 'open door' policy. They are well informed through regular newsletters. Other reports are of good quality providing clear information to parents, including details of their children's individual achievements and targets for improvement. Translations into many languages are available on request so that the school ensures good communication with all parents. This means that most parents work in partnership with teachers enabling pupils to achieve well. For example, parents of children with special educational needs are involved in

regular discussions with staff to review their achievements so that they know precisely what their child is aiming to achieve next.

19. Links with the local community are very good and contribute to the very good ethos for learning. For example, children regularly participate in local dance and music festivals that inspire them to achieve well. During the inspection a select group were learning Bhangra dancing for a special Diwali assembly. Visitors are often representatives from the many faiths represented and this fosters the very positive attitudes that permeate the school. A national company gave £10,000 towards double-glazing and has donated 300 bulbs to embellish the grounds. Good and useful links have been established with local higher education institutes that contribute to initial teacher training and training for nursery nurses. The school gains considerably from these partnerships, which contribute to the ethos of continuous improvement by introducing new ideas. There are effective links with the junior school to ensure a smooth transfer for children. For example, Year 5 pupils from the junior school have already discussed 'favourite things' with Year 2 and made books for them, they are ready to befriend them when they move to their new school at the end of the summer.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **very good**, this is due to the **very good** leadership of the headteacher. The leadership by other staff is **good**, and school management is **good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher leads by example. She understands how to motivate the staff by valuing their contributions and creating effective teams so that all the staff make a full contribution to the development of the school.
- Performance management plays an important part in improving the quality of teaching and learning.
- The management of the school focuses on the most important aspects for improvement.
- The role of the governing body has not developed since the last inspection because many of the governors are new.

Commentary

20. The headteacher is a very good leader who has brought about good improvement in the school since the last inspection. She has consistently ensured that the school provides an education that meets the needs of the pupils. She has inspired staff to improve their practice and created a very cohesive team whose purpose is to provide the best possible learning environment for pupils. She is able to guide staff and pupils wisely and many of the staff feel that working here has helped them develop professionally. The school is very inclusive and there is a very strong team ethos. All of the staff and governors, and most parents and pupils feel that the headteacher values their contributions. Consequently, staff show a very high level of commitment. The headteacher uses annual reviews of teachers' performance very well to improve the quality of teaching and learning, and the opportunities provided for children. This performance management is very effective because all staff are given the opportunity to develop their skills. The school is working toward an Investors in People Award, and is well on the way to securing this prestigious status. Due to the headteacher's clear vision and guidance, other staff with management responsibilities undertake their tasks well and now have a good overview of what they need to do to raise standards. Subject managers make good use of available performance data to identify areas requiring development. For example, class teachers have termly interviews with senior staff to talk about the achievements of pupils in their classes. The data provides a clear picture to guide the meeting, setting out which pupils are achieving well and identifying clearly those who are not making enough progress.

21. The school plans very well for its own development. An effective document clearly sets out priorities for development and is linked to raising standards. The school development plan provides a very good means of evaluating progress towards each target because of the clarity of style. The very good analysis of data provides staff and governors with a clear means of measuring the progress that pupils make as they progress through the school. This is very helpful to governors, as it is difficult for them to rely on comparative measures with similar schools. This is because the majority of pupils in the group of schools with which the school is compared are not learning English as an additional language. The very clear analysis of data enables governors to see the value that is added as pupils move through the school. Governors are provided with very good information that allows them to keep a good check on the quality of education provided, including reports from senior staff. The Chair of Governors is a new governor and several other governors are recently appointed. Governance is satisfactory due to this relative inexperience. However, governors are keen to develop their role and attend training courses to help them improve the quality of support and challenge offered to senior staff.
22. Despite this very good leadership and management pupils do not achieve well in comparison to those in similar schools. This is because very few pupils in the group of schools with which the school is compared are learning English as an additional language. The comparisons are therefore not accurate and should be treated with great caution.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	860,667
Total expenditure	873,930
Expenditure per pupil	2,526

Balances (£)	
Balance from previous year	69,171
Balance carried forward to the next	55,908

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

23. There has been very good improvement in the Foundation Stage since the last inspection. A particularly good feature is the way the accommodation is used in the reception classes. Teachers have created all sorts of nooks and crannies for children to play in. In one class a large cardboard box hung with material and lined with cushions provides a 'book-nook' for children to play in. The corridor outside the three classrooms is used very well, often as a role-play area. Walking down the corridor you have to negotiate your way past snakes and other wild animals that surround the 'safari bus' outside one class. The outdoor area is shared between the three classes. Very good organisation means that groups from all three classes play outside together in the afternoons with one of the teachers and teaching assistants from the other classes guiding children's play and learning. The outdoor area of the nursery is also packed with stimulating activities, but as the area is limited in size this restricts the way that staff can use the space and limits children's achievement.
24. Teaching and learning is good. More than 40 per cent of lessons seen were very good. A particular strength is the strong partnerships between teachers, language assistants, teaching assistants and nursery nurses. The Foundation Stage leader supports all staff well by working in partnership with the headteacher to improve the quality of teaching and learning all the time. Language assistants work in the nursery to help the youngest children, who are often at the very beginning of learning to speak English as an additional language. Their good support provides children with the confidence to talk in their home languages as well as learning English. Before children start school in the nursery staff visit them in their homes. This helps children to settle, and creates a good relationship with parents. The majority of children start school in the nursery with skills that are well below those expected. By the time they leave the reception classes they have made good progress, but the majority do not reach the goals expected at that age.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The start to the day in nursery helps children to gain confidence.
- Children in the reception class are encouraged to develop independence.

Commentary

25. Children are on course to achieve the Early Learning Goals in this area by the time they leave the reception classes due to good and often very good teaching. A remarkable feature of all classes is the way that staff help children to gain confidence. Some children are very shy when they start school. The nursery day begins with all sorts of activities prepared for children who can play with their parents for a few minutes until they feel settled. In the first few minutes of the day children can choose what to play with and who to talk to, so that they soon settle down. The quiet small group times that follow allow children to gain confidence in talking in a group.
26. In the reception classes children are very good at playing or organising themselves independently. The classrooms are organised so that children know where to find things, and most activities promote children's interest so that they want to explore together. For example, some children used torches to make shadows onto a white board talking to one another happily about the shapes they could see. A few children find it more difficult to share, but the gentle encouragement they receive helps them to develop this important skill early on. In the reception classes most children choose to play together, but a few prefer to play on their own.

Staff encourage them all to develop confidence and self-esteem. They are very aware of children's development because they constantly make notes about the children, recording the activities that children take part in.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children learning to speak English as an additional language in the nursery and reception classes are supported very well.
- Children are encouraged to improve their skills in speaking and listening very well.

Commentary

27. The good teaching in this area includes good assessment of children's abilities so that teachers and other staff help them to make good progress. However, most children will not reach the Early Learning Goals by the time they leave the reception class. Children in the nursery and reception classes who are learning to speak English as an additional language are supported very well. One small group of children in the reception year, who are at the very early stages of learning English as an additional language, worked with a support teacher in a smaller room. Together they looked at 'Peace at last' playing games with pictures from the book that helped the children to name all the rooms and places in the story. Very skilful teaching meant that even the most hesitant succeeded.
28. There is a very strong focus on teaching children skills in speaking and listening. Plenty of games need children to listen to a simple description, and there are lots of opportunities for children to talk. Sometimes they work in large groups, for example, in collective worship children in a reception class sat in a circle whilst the teaching assistant asked them to talk about what made them scared. The gentle encouragement given helped most children to tell the class about their own experiences. In small groups, for example, when learning to read, teachers ask plenty of questions that encourage children to talk animatedly about the pictures. Children enjoy the topics that teachers plan and this helps them to develop their skills. The Three Bears was the theme in reception, and children in all classes enjoyed making books about bears, acting out the story outside in the playhouse and reading books about bears with the staff.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children taught in small groups make good progress.
- Children have plenty of opportunities to use mathematics as they play.

Commentary

29. The good teaching in this area encourages children to talk about mathematics so that they make good progress. Nonetheless, most will not reach the Early Learning Goals by the time they leave reception. Plenty of opportunities to talk about mathematics means that in some aspects children do very well. For example, children in reception play a game with the teacher who hides a two or three-dimensional shape behind her back and describes its properties, "It has four corners, two long sides and two short sides". Children gleefully call out the name of the shape when they recognise it. Sometimes the children describe a shape to the rest of the class and those with a picture that matches the description quickly stand up. Teachers are

particularly good at adapting their questions when working in small groups. One teacher challenged more able children to sort out a set of ten shapes and put them into two groups so that they began to see how addition works.

30. Children use mathematics as they play in all the classes. Rows of CD's are hung onto the fence in the nursery, in increasing numbers, each string completed with a large number to show how many. In the reception class the water tray is filled with plastic numbers and mathematical shapes for children to fish out, and the sand tray has shapes for the children to hide. Outside children try to build a shelter with three-dimensional shapes that is large enough for them to hide in. All the games have a good purpose for learning so that children make good progress in mathematical development as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children develop great confidence in the ICT suite.
- The wide range of activities are often fun.

Commentary

31. Children are taught well so that they make good progress. An extensive range of activities in all classes helps the children to find out about the world. However, most will not reach the goals expected by the time they leave the reception class. Children develop great confidence when they use the ICT suite together as a class. Reception children worked in pairs sharing a computer, and knew exactly what to do because the introduction to the lesson made good use of the interactive white board. Children came out to the front and followed the teacher's instructions so that the whole class saw how to click on the shapes and paint pots to build a coloured tower on screen.
32. In the nursery, children made jelly in small groups with the teacher. Others went out into the school garden in small groups to collect bunches of autumn leaves. They used the digital camera to take a few snaps whilst they were out there. Consequently, they looked in fascination at the leaves with the magnifying glasses provided when they got back to class improving their skills, knowledge and understanding. Children in the reception classes learned how to move remote controlled cars, carefully plotting a course that found the letter their own name begins with. This helped not only to learn the letters but also how to control the simple technology of the car. Other children showed good skills when building a robot with boxes. They were good at joining cylinders to cuboids by using scissors to cut nicks around the top of each cardboard cylinder so that the top would fan out. They helped one another with the sticky tape to fasten on the 'legs' and 'arms' securely. As a result of these good experiences, that fully engage their interest, children achieve well.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have plenty of opportunities to learn to manipulate small tools.
- Nursery children use the hall in small groups so that they gain confidence.

Commentary

33. Good teaching means that children have plenty of opportunities to use small tools such as scissors independently as they play so that they achieve well. Consequently, most children will reach the goals expected by the time they leave the reception class. They make good progress because adults are particularly good at explaining how to manipulate small tools and then expecting children to use them by themselves. In the nursery, children are asked to pull up their own zips when the tricky bit has been done for them. There are always activities for reception children to choose that require them to develop more dexterity with their hands, rolling and cutting play dough for example. This is very good practice for learning to control a pencil and other writing or drawing tools. Adults give plenty of support to help children begin to write letters and numbers correctly.
34. Outside there are many opportunities for reception children to run, jump and climb as they play. Large wheeled toys improve the nursery children's skills in controlling their speed. They need to slow down for the 'crossing patrol' person who might pop out in front of them. Children in the nursery use the hall in groups of about 12, so that they get plenty of help learning to dance in time to the music.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The imaginative environment in the reception classes promotes good achievement.
- The many opportunities for children to create games together helps them to develop their imagination.

Commentary

35. Teaching is good and the exciting range of activities means that children are likely to achieve the goals for children at the end of reception. The reception classes are packed with imaginative resources so that children achieve well. Visitors have to negotiate their way through strings of children's pictures that hang from the ceilings. Good teaching means that every inch of classroom space is used well to provide spaces for children to play together. The corridors outside the reception classrooms are lined with things to do so that they learn to be creative all the time they play. Outside in the play area, huge pieces of paper are fixed onto the walls and children merrily spatter paint creating large abstract paintings. Other children create games in the playhouse using all the props to act out the story of Goldilocks.
36. Singing and music play a major part in helping children to achieve well. In all the classes children sing rhymes together every day, often children use these rhymes when they are playing on their own, this helps them to learn to speak English. In the nursery, background music changes through the day stimulating creativity, sometimes a tape of nursery rhymes plays, and at other times Asian music encourages the children to make up impromptu dances together. These and many other good opportunities allow children's imaginations to run riot so that they achieve well. The games rarely end in tears because adults intervene judiciously if they need to, and often lead the play. This means that children show great respect for the delightful environment that has been created in the reception classes.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils are enthusiastic about the subject so that they achieve well and standards are improving.
- Teachers are very good at improving pupils' speaking and listening skills.
- Teachers create a good learning environment that helps pupils to work independently.

Commentary

37. Pupils' achievement is good and standards are improving. Pupils make better progress than they did at the last inspection. Pupils achieve well even though 95 per cent are learning English as an additional language at many different stages. Pupils achieve particularly well in writing. Standards are in line with the national average and higher than could be expected given pupils' ability when they move into Year 1. Their handwriting is particularly good and this is a significant improvement since the last inspection when progress in handwriting was poor. Good teaching and learning mean that pupils are enthusiastic about the subject. Teachers create a rich learning environment with a very good range of support materials and prompt sheets to assist pupils in their learning. Pupils learn a wide range of writing styles. For example, pupils in Year 2 learned how to write instructions for getting changed for PE. The teacher provided a prepared guide with the headings written for some pupils to support them with this tricky task. More able pupils had to work out for themselves the clearest way to record the list of instructions. This type of support and challenge allows pupils to work independently and ensures that standards in English are rising in the school. Teachers provide very clear guidance because they make good use of the continual assessments of pupils' progress.
38. Standards in reading are below average by the time pupils leave the school at the age of seven, however, pupils achieve well developing confidence and positive attitudes to reading. There is no library area because the school does not have a spare space to create one. This is recognised as an area for development and there are plans to improve the building to provide a suitable space, but these are at an early stage. Nonetheless, pupils enjoy reading and talk about favourite authors and many use public libraries regularly. This is because their classrooms are well resourced with books and teachers take many opportunities to read to pupils. In lessons teachers make learning to read fun by involving the pupils as much as they can. Teachers create an atmosphere that encourages pupils to ask questions if they do not understand. For example a pupil in Year 1 asked the meaning of 'among' when the class read "The Rainbow Fish" together. The good short discussion that followed helped all the pupils to improve their vocabulary and understanding of the text. This method of teaching is particularly helpful to the majority of pupils who are learning to speak English as an additional language.
39. Teaching is good and pupils behave well in lessons. They are attentive and listen carefully to their teachers, mainly because they are interested in the work. There is a very strong focus on improving standards in speaking and listening because most of the pupils are learning to speak English as an additional language. Teachers are particularly good at this and use a range of methods to help pupils, for example by:
- using drama well in English lessons;
 - encouraging pupils to express themselves in full sentences;
 - using hand gestures to illustrate words – 'up', 'down', 'through' etc; and
 - encouraging groups of pupils to talk to each other.
40. Teachers use exciting and innovative teaching strategies to motivate and engage pupils, enhancing their learning. They encourage pupils to work in groups, sharing ideas and supporting each other as learners. This helps pupils to reflect on their work and has a positive

effect on their learning. Pupils often act out short plays for their class at the end of lessons. These are great fun for both the actors and the audience. Class teachers work closely with the special educational needs coordinator to provide good support for these pupils in lessons and small groups, where pupils with learning difficulties are given specific and effective help. The work is well matched to their needs and they make good progress.

41. Leadership and management of English are good, even though the subject leader has only held the post for eight weeks. She has a good understanding of the strengths and areas requiring development in the subject because there are well-established ways to check the quality of teaching and learning and the standards that pupils achieve. This means that staff work together to improve the quality of teaching and learning, and the standards achieved throughout the school.

Language and literacy across the curriculum

Literacy across the curriculum is good. Plenty of opportunities are taken in other subjects to develop speaking and listening, reading and writing skills that help to raise standards. For example, the work on learning to write instructions was put to good use in design and technology, when pupils wrote a list of the materials needed to make a puppet.

MATHEMATICS

The provision made for mathematics is **good**.

Main strengths and weaknesses.

- Lessons are planned and structured well because teachers' subject knowledge is good, consequently, most pupils achieve well making good progress.
- There are frequent good quality opportunities for children to develop their mathematical language well.
- The good relationships in classrooms mean that children are always well motivated.
- Teaching assistants are not always well used in the oral start to lessons.
- The pace of learning in a few lessons is too slow.

Commentary

42. In the national tests at the end of Year 2 in 2003, more pupils reached the expected Level 2 and the higher Level 3 in mathematics than in previous years. Although standards in the national mathematics tests in 2003 were below the national average, the majority of pupils achieve well in lessons reaching the levels expected for their age in Years 1 and 2. Standards are improving because teaching and learning are good. There has been good improvement in pupils' achievements since the last inspection because teachers' planning is better now. Teachers are confident and teach mathematics well, they make careful and regular notes of the achievement of all pupils and use this information well to plan future lessons. They provide plenty of opportunities for pupils to develop skills such as knowing how to measure time effectively or how to calculate numbers. They are skilled at playing games with pupils that help them to learn effectively. For example, pupils know the names of a range of shapes and some of the properties of shapes such as circles, rectangles and squares, because they play oral games to learn these at the start of lessons. There are many good opportunities for pupils to develop their use of mathematical language so that they know terms such as first, second, third and last. The focus on developing mathematical language is particularly helpful to pupils learning English as an additional language, who are the great majority in all classes. This effective strategy means all children are included in lessons and learn well.
43. Classroom relationships are always good, teachers and teaching assistants praise pupils' efforts so that pupils are confident to ask for help. Very good attitudes that are always evident from the vast majority of pupils mean that children enjoy their lessons and are eager to learn.

In all lessons pupils are keen to work independently. Pupils achieve well, reaching the targets set by the school. These targets are based on teachers' continuous assessment of the good progress that pupils make from the time they start school. Pupils learning English as an additional language and those with special educational needs make good progress due to the support they receive in most lessons. Teachers clearly display what pupils are intended to learn and achieve in each lessons to help them get on with their work.

44. Although teaching assistants provide good support when pupils work in small groups, they are not always deployed well in the oral and mental activities at the start of lessons. Some are not engaged fully in teaching and learning because they are not in close enough contact with children with extra needs to support them sufficiently. The pace of learning in a very few lessons is slowed because some time was wasted organising and retrieving resources. This limited the work that pupils completed.

Mathematics across the curriculum

Opportunities for pupils to use their mathematical skills in other areas of the curriculum are limited and mathematics is not used well to develop pupils information and communication technology skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science are improving because teaching and learning are good.
- A few teachers lack confidence in teaching science and this limits the achievements of some more able pupils in Year 2.
- There are good opportunities for pupils to develop their understanding of scientific language.
- Pupils are very enthusiastic in lessons.

Commentary

45. Standards in science are improving, work in pupils' science books shows that they are now achieving the levels expected for their age in Years 1 and 2. In the national teacher assessments at the end of Year 2 in 2003, the proportion achieving Level 2 or higher is below the national average. However, the proportion achieving the higher Level 3 is about average. This is good achievement taking into account pupils' achievements at age five years. There is a significant improvement in standards over time, and since the last inspection. Standards are higher now because teaching and learning are good. Teachers make good use of assessment data to carefully analyse how different groups of pupils perform. Consequently, all groups of pupils are achieving well. Simple but effective assessments of pupils' learning take place, so that most lessons are well planned with a clear structure that helps pupils improve their skills. Pupils always know what they are meant to learn because teachers share this information very clearly.
46. However, some teachers in Year 2 are not confident in knowing how to extend the achievement of pupils who are more able. They rely too much on a commercial scheme, which does not help this group of pupils improve their skills well enough. This is mainly because some opportunities are missed to encourage pupils to investigate resources and work independently. For example information and communication technology is not used extensively in science. The new subject coordinator gives additional support to colleagues because she is aware of the need to improve teachers' confidence and skills. This is because of the good work that is done in partnership with the headteacher to check the quality of teaching and learning throughout the school. It is too soon for her support to have made a significant difference but the support in place is likely to improve science teaching even further.

47. There are many very good opportunities for pupils to develop their scientific language. Teachers think carefully about the language that will be learned in each lesson and explain new words to pupils clearly. Pupils have plenty of opportunities to talk about science and ask questions. These strategies are very helpful to those learning English as an additional language and contribute to the higher than expected standards that pupils achieve. Teachers are good at encouraging pupils to ask questions so that they fully understand the English that is used to explain scientific concepts. For example, in Year 1 pupils experience working in the dark and talk about the fact that they can still feel objects even though they cannot see them.
48. The way that teachers involve pupils in the activities means that pupils enjoy science and their attitudes to learning in lessons are always good. Most pupils contribute well in lessons and share their experiences enthusiastically and this is a real boost to their achievement in science. For example, pupils in Year 2 are eager to explore the electrical equipment on their tables during lessons. In class discussions they are confident to share the things they know about the production, transmission and use of electricity in our everyday lives. Teachers praise pupils' contributions and are skilled at providing opportunities for them to explain what they know. This is a good feature of science teaching that increases pupils' confidence and skills in speaking and listening in English.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Each lesson has a clear and achievable objective for learning, and teachers assess pupils' progress towards this recording how well they have done.
- The way that information and communication technology lessons are timetabled limits achievement in some lessons.
- Although satisfactory overall, information and communication technology is not used effectively in all subjects across the curriculum.

Commentary

49. There has been good improvement in provision for information and communication technology since the last inspection. This is mainly due to the improvements in resources. A suite has been created and classes are regularly timetabled to use it. Not enough discrete teaching of information and communication technology was seen to make a judgement about the quality of teaching and learning. Samples of pupils' work from last year and this year, show that pupils cover an appropriate range of work and standards are satisfactory. Teachers' planning for information and communication technology is thorough, and follows the national guidance. Teachers and teaching assistants make useful notes about pupils' achievements in lessons and use the information from these to plan lessons that help pupils of all abilities improve their skills, consequently most are confident and enthusiastic in using information and communication technology. The information and communication technology suite is a satisfactory resource for the school. The interactive whiteboard is too high for young children to use without climbing, and this limits its usefulness. Nonetheless, teachers use it regularly to introduce their lessons. Pupils are fascinated with the technology and see clearly how to use the programmes set up on the computers. In Years 1 and 2 classes tend to use the suite in groups of half the class. This is not always an effective use of time, as the lessons are sometimes very short and this limits pupils' achievement.

Information and communication technology across the curriculum

50. In other lessons information and communication technology is used appropriately, for example, to improve pupils' keyboard skills, many of the activities seen support pupils' development in English and art. For instance, in Year 1 pupils played a game trying to 'catch' a letter of the

alphabet before it fell down the screen by pressing the matching letter on the keyboard. Games such as this improve pupils' familiarity with the position of letter keys. Pupils in Year 2 produce imaginative artwork using a graphics programme to create their own imaginative patterns, some of them in the shape of letters of the alphabet, and create a block graph from data they have entered onto a simple programme. Nonetheless, there are few opportunities for pupils to develop mathematical or scientific skills and this limits achievement particularly for the most able. Some games that are set up for pupils are too easy for them, because they do not take account of the skills that some pupils have learned at home.

HUMANITIES

Only one **history** lesson was observed and it was not possible to observe any lessons in **geography**. A small amount of pupils' work was also seen in these subjects. Therefore, it was not possible to form an overall judgement about provision in these subjects. From the work seen and discussion with pupils standards appear to be satisfactory. Pupils enjoy the subjects and talked about work they had done with great enthusiasm.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The resources for teaching pupils about other world faiths are very good.
- Teachers share pupils' experiences to enrich the curriculum with examples from all the major world faiths.

Commentary

51. The school provides an interesting and relevant curriculum so that pupils are achieving well. Teaching and learning are good. Pupils are very keen and clearly enjoy using artefacts and other resources. The lessons seen were about the Sikh faith, and Sikh pupils were encouraged to talk about their own experiences. The school tries hard to link lessons to the major festivals from world religions, so that all the pupils feel that their own religion is valued and understood by other pupils. During the inspection, the whole school saw how Sikhs celebrate Guru Nanak's birthday during assembly. Children in the reception class watched a DVD of the special ceremonies taking place in the London Gurdwara. Another group of pupils were beginning to get ready for the school celebrations of Diwali, preparing a dance for the special assembly. Pupils achieve standards that are in line with those outlined in the local agreed syllabus for religious education, mainly because staff use this resource well to guide their teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It is not possible to make judgements about provision in **design and technology**, **music**, **physical education**, or **art and design**, as only a few lessons were seen in these subjects during the inspection. In addition to observing lessons inspectors looked at samples of pupils' work and teachers' planning, and spoke with pupils and senior staff responsible for the curriculum.

Commentary

52. In **design and technology** there was a considerable range in the quality of lessons seen. In one lesson the quality of teaching and learning was excellent, another was unsatisfactory. The pace of this lesson was too slow and the activities did not have enough challenge to interest pupils.

Example of outstanding practice

A Year 2 teacher transformed a simple design and technology lesson about puppets, based on the national guidance, into an exciting and valuable experience.

The teacher and teaching assistant began the lesson with a short and entertaining puppet show. All pupils in this culturally diverse class were transfixed, including those at the very early stages of learning to speak English. Pupils were next shown glove puppets, stick puppets, finger puppets, talking puppets, wooden puppets, paper puppets, furry puppets, large puppets, small puppets, puppets with white faces, puppets with brown faces, puppets wearing traditional clothes. All the time both adults drew attention to the way the puppets moved, the materials they were made from, the range of colours and many other design features. Another quick show very effectively demonstrated how pupils should consider size by using a great big furry dog and a finger puppet in the puppet theatre. Pupils could barely restrain themselves at the end of this short and extremely well focussed introduction to the lesson. They saw that their tables each had a good selection of puppets for them to explore. By the end of this excellent lesson all pupils had drawn a detailed diagram of a puppet of their choice, labelled carefully and clearly to show not only the parts, but also the materials each part was made from. Higher attaining pupils wrote a list of the materials used to make their puppet, and how it could be used. The atmosphere of the whole lesson was enhanced by the eagerness of pupils to ask questions and talk about the puppets.

53. Pupils throughout the school are interested in **music** and they recall the instruments they played and the songs they have sung in earlier classes with obvious enjoyment. In assemblies pupils participate well, singing songs that reflect the wide range of cultures and religions represented in the school. In the singing session seen the children took part in a happy and relaxed manner in a range of songs and their singing was good.
54. No lessons in **physical education** were seen during the inspection. However the children are well motivated and reflect with satisfaction on a range of games, gymnastic activities and dance activities. Some pupils also participated well in a special Bhangra dancing group.
55. Around the school, work in **art and design** is well presented and valued. A range of techniques is used according to the experience and skills of the pupils and the work displayed is mainly of good quality. Year 1 pupils mix colours to reflect skin tones and make attractive rainbow paintings, while older pupils in Year 2 make good pictures by using geometric shapes. Some particularly good work displayed showed the pupils made detailed observations using a lens on a digital camera. A picture was made using half a photograph and pupils used paint to complete the other half of a face symmetrically, and well. In the lesson seen pupils in Year 1 drew and painted themselves. They were shown a range of pictures to gain their interest and they responded well. They were interested in painting and able to use a range of colours and shades. Pupils developed their language skills well during the lesson. Expectations of their work and behaviour were high.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- Pupils have a strong sense of their own responsibilities to others due to the very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils have plenty of opportunities to develop increasing responsibility as they move through the school.
- Personal, social and health education is not taught as a discrete subject so that opportunities are sometimes missed.

Commentary

56. Pupils are particularly good at helping one another. Teachers encourage them to do this in lessons, for example, by asking one another how to spell words they don't remember when they are writing. There is very good care for pupils who arrive at school knowing very little English. Other pupils are assigned to take care of these pupils, sometimes by translating for them. Right from the start pupils understand their responsibility for taking care of the school's resources. They carefully tidy things away in a flash. Children in the nursery take the register back to the office with an adult each day, and as they move through the school older pupils are given more responsibilities. Monitors in each class take out a box of games to the playground for their own class to play with and take responsibility for ensuring they are all gathered in quickly at the end of break. School council minutes are prominently displayed outside the staff room on a special notice board so that most pupils admire this special group of pupils representing each class. Teachers select pupils for this role. Pupils and children often sit in a circle to discuss issues, but there is no set time for them to do this. This means that opportunities to discuss personal and social issues are sometimes missed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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