

INSPECTION REPORT

SUNNYMEDE INFANT SCHOOL

Billericay

LEA area: Essex

Unique reference number: 114942

Headteacher: Carol Wren

Lead inspector: Peter Lewis

Dates of inspection: 8th – 11th December 2003

Inspection number: 260611

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 7 years
Gender of pupils:	Mixed
Number on roll:	209
School address:	Mons Avenue Billericay Essex
Postcode:	CM11 2HQ
Telephone number:	01277 624 592
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Appropriate authority:	Governing body
Name of chair of governors:	Shri Footring
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

The school serves a mixed area within a large estate in Billericay. It is about the same size as other primary schools with 208 pupils who come from a wide range of social and economic backgrounds. A very small proportion come from minority ethnic families and nearly all pupils speak English as their first language. The percentage of pupils claiming free school meals is below the national average. Pupils starting school this year have attainments that are generally below average although, in previous years the range has been broader with many starting school with attainments that were well below average. The proportion of pupils having special educational needs is above average at just over 25 per cent. Although some of these pupils have significant difficulties, most of these pupils are a little behind their peers and none have Statements of Special Educational Needs. The percentage of pupils leaving or joining the school at other than the normal time is about average.

There has been considerable disruption in the last three years with a high proportion of staff leaving for promotion or relocation. As a result of difficulties in attracting suitably experienced staff, standards of teaching and of attainment declined and the school has had to put considerable effort into making sure that new staff understand and work to the expected standard.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21351	Peter Lewis	Lead inspector	Mathematics Science Information and communication technology Design and technology Music Physical education
19322	Judi Bedawi	Lay inspector	
30705	Graham Stephens	Team inspector	Foundation stage English Art and design Geography History Religious education

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PART A: SUMMARY OF THE REPORT

The school provides a **good** standard of education which is improving rapidly. This is as a result of strengths in the leadership and management which are **very good** and in the teaching, much of which is also **good**. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- The headteacher, senior managers and governors have a very good understanding of the strengths and weaknesses of the school and, as a result, actions taken to secure improvement are effective.
- Pupils' achievement is good overall.
- Pupils' attitudes, behaviour and personal development are all very good and have a considerable impact on their learning.
- Procedures to provide support and advice for pupils are excellent, as is the degree to which the school listens to its pupils' views.
- The links established with other schools is excellent.
- The leadership of the Foundation Stage is unsatisfactory in securing improvement.
- Although subject leaders have a satisfactory understanding of some features of their subjects, their knowledge of standards across the school is insufficient to ensure clear development planning.
- The overall quality of the curriculum is good and the school's use of its accommodation is very good except in reception where it is unsatisfactory.
- The quality of teaching overall is good, and the use made of assessment information in planning appropriate work, especially for the more able pupils is very good and is a considerable strength.

The improvement since the last inspection is **good**. Following a decline in both standards and provision during a period of considerable turbulence in the school's teaching team since the last inspection, the headteacher has provided a clear focus upon improving pupils' learning through rigorous self-evaluation and effective action. As a result, standards have improved, the weaknesses reported have been addressed and strengths noted at that time have also improved.

STANDARDS ACHIEVED

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

Pupils' achievement is good overall. For pupils in the 2003 cohort, in the table above, achievement was unsatisfactory. These pupils entered the school with standards that were below those normally found, which is similar to the attainments of children now entering the school. Inspection evidence shows that the school's strong focus on improving teaching and the very good use made of assessment have been successful in raising standards so that by the end of Year 2 standards are now average in speaking and listening, writing, and reading, mathematics and science. Achievement is good, and this is also the case for pupils with higher attainment and is very good for those with special educational needs. Standards in information and communication technology (ICT) and in religious education are in line with those expected. Pupils with special educational needs receive very good support in class, when supported by teaching assistants and in carefully planned groups and make very good progress in relation to their prior attainment. Potentially higher attaining pupils regularly achieve as well as they should due to the high level of challenge that is present in much of their work.

Pupils' personal development is **very good**. It is well promoted through the very good provision for their moral, social and cultural development and the good provision for their spiritual development. Pupils behave very well in lessons and at other times and have very positive attitudes to their learning. Attendance is good, although punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching is **good** overall, with over a third that is very good and so most pupils learn well and make rapid progress. This is because good relationships and interesting activities enthuse them and support their learning well. There is a very small proportion of teaching that is unsatisfactory. Teachers' use of assessment is **very good** and this enables them to plan lessons that fully challenge all pupils. The curriculum is clearly based on the requirements for the Foundation Stage and the National Curriculum and is well supported by a range of visits and extra-curricular activities and by very good links with the community. Parents support the school well which has a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**, with some **excellent** features. The leadership provided by the headteacher and that of key staff is very good because the school's analysis of its effectiveness is accurate and clearly focused on raising standards. As a result, appropriate actions to improve the quality of teaching and learning are clearly identified and this **very good management** has had a positive impact on raising standards. Subject leaders are very well supported in their role by the senior management team. Because many are new to their leadership roles, the school recognises that more needs to be done in order to enable them to evaluate the effectiveness of their subjects and to plan appropriate action. This is particularly the case in the Foundation Stage, where the appointment of a very skilled teacher and the support provided by senior managers has begun to ensure improvement in provision. Governors' understanding of the strengths and weaknesses of the school is **good** and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an overwhelmingly positive view of the school and have no significant concerns. Pupils who were spoken to during the inspection, thoroughly enjoy being in the school, feel that they are encouraged to work hard and know that they have an adult to turn to if they are worried.

IMPROVEMENTS NEEDED

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

- Raise standards in English, and particularly in writing.
- Improve the leadership of the Foundation Stage in establishing consistency in the standard of teaching.
- Improve the range of facilities and provision in the outside area of the reception classes.
- Extend the role of subject leaders so that their identification of required improvements stems consistently from a clear understanding of standards, achievement and provision across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is **good**. In Years 1 and 2, and in one of the reception classes, achievement is consistently **good** and often **very good**. Standards are **average** in English, mathematics and science by the time pupils are seven. The achievement of pupils with special educational needs is **very good** and is **good** for those with higher attainment because of teachers' high expectations of them.

Main strengths and weaknesses

- Standards have risen overall in English and mathematics but remain too low in writing.
- Pupils' achievement is good in English, mathematics and science as a result of strengths in teaching and assessment.
- Standards in ICT are average.
- There are examples of very good teaching for pupils with special educational needs which have a positive impact on standards.

Commentary

Foundation stage

1. Inspection evidence indicates that children enter the reception classes with average attainment in mathematics, knowledge and understanding of the world and creative and physical development. However, most enter reception with skills in speaking and listening, writing and reading below those expected. Overall, children achieve at a satisfactory level and, as a result, are likely to achieve the Early Learning Goals in their personal, social and emotional development, in their mathematical development, and in their physical development and their knowledge and understanding of the world. Lower standards on entry mean that most will not achieve the expected standards in communication, language and literacy by the time they enter Year 1.

Results in national tests

2. The results of the 2003 national assessments for pupils in Year 2 showed a drop from the standards noted in the last report. Standards in reading, writing and mathematics were below average. The trend in the school's results was slightly below the national trend following a decline in standards in the four years following the last inspection.

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

Standards in:	School results	National results
reading	82 (88)	84 (84)
writing	75 (85)	81 (86)
mathematics	92 (88)	90 (90)

There were 76 pupils in the year group. Figures in brackets are for the previous year

Inspection findings

3. Pupils throughout the school achieve at least at a satisfactory level and, in Years 1 and 2, their achievement is good as a result of skilled teaching and the impact of clear strategies for improvement recently introduced by the school. Inspection evidence confirms that standards

have risen to average in English, mathematics and science at the end of Year 2, although there remain weaknesses in the standard of pupils' writing which the school has recognised and is working to address. Pupils with special educational needs are very well supported and because of this, achieve very well in relation to their prior attainment. In a similar way, lessons are planned to cater appropriately for those with higher attainment and, as a result, their achievement is good. Standards in ICT are average following the investment in resources and training made by the school. In religious education and other subjects where it was possible to make a judgement, standards are broadly in line with those expected.

4. There is a good range of planned opportunities for pupils to apply their literacy and numeracy skills effectively in subjects like science, history, geography and religious education. In a similar way, pupils use their skills in ICT effectively in other subjects, which has a positive impact on their achievement.

Pupils' attitudes, values and other personal qualities

Pupils **love** school and have **very good** learning attitudes. Their behaviour is **very good**. Spiritual, moral, social and cultural development is **very good** overall. Pupils show **excellent** responsibility and respect for their school community. Attendance is **good**, punctuality **satisfactory**.

Main strengths and areas for development

- Pupils' use and understanding of responsibility and respect are exemplary.
- Attitudes to learning and pupil behaviour are very good.
- The very strong emphasis on spiritual, moral, social and cultural awareness has an impressive impact on pupils' personal qualities.
- Not all parents make sure that their children get to school on time.

Example of outstanding practice

Encouragement for pupils to take responsibility is excellent

The way pupils enthusiastically relish responsibility and initiative, so gaining independence, confidence and self-esteem is truly exceptional! Pupils, none older than 7, rise to and usually exceed the school's very high, clearly known, shared expectations. They are actively encouraged to care for and be responsible for themselves and others. The whole staff rightly have complete confidence in pupils doing this. Pupils are consulted and their ideas used very well, like the outstanding monitor system at assembly times. *'Line Leaders'* proudly wearing special badges, quietly lead their class to and from the hall, ensuring impeccable behaviour. Afterwards, *'Corridor Monitors'* stand at key points on route to classrooms. As each pupil passes, a gladiator style *'thumbs up/thumbs down or thumbs at half mast sign'*, is made and returned **in total silence**, with huge smiles or rarely, some dismay. The monitors make a prompt decision, before telling teachers which is the best class. There is friendly competition for *'Super Class of the Week'*. Pupils manage so sensibly in corridors, that there is no need for direct adult supervision. Older pupils set outstanding examples to new or younger ones, who quickly adopt and greatly enjoy this simple, yet so very effective system. These young pupils show stunning maturity.

5. Pupils' attitudes and behaviour are very good. They are enthusiastic learners, excited by new discoveries. Pupils listen very well, to their teachers and each other. They ask teachers many challenging questions like *'How does the rainmaker make that sound?'*, to satisfy their natural curiosity. Pupils are very good at following instructions sensibly. A Year 1 class did not touch the tempting musical instruments until told. Pupils settle to work quickly with very good interest, doing their best. Lesson behaviour is very good so that most learning continues at a lively pace. Pupils helped set the school and class rules and keep to them very well. They enjoy praise and do not want to let others down. Play times are happy and very sociable. Pupils mix easily with others of different ages or social and ethnic backgrounds. Children from travelling families are made welcome when in school. New pupils are helped to find friends. There is very strong social and racial harmony. There are no exclusions or racist incidents.

6. Spiritual, moral, social and cultural life is very good, with a most significant ongoing impact on pupils' positive personal qualities. Assemblies comply fully. Pupils' have opportunities to reflect on their own and others' lives, faiths and celebrations. Assemblies celebrate important festivals such as Christmas. Pupils showed genuine dismay in listening to Herod's part *'When you find him (Jesus),...kill him!'*
7. Teachers build on incidental experiences that make pupils wonder and think, very well. Strong moral education underpins the very successful promotion of behaviour. Staff give positive messages with examples, so pupils really understand what trust, honesty and fairness mean, thinking carefully about new concepts like the importance of giving, not just receiving. Pupils very clearly know about right and wrong and are not afraid to show disapproval of inappropriate behaviour. People are treated with respect, courtesy and tolerance. Cultural development is prominent. Pupils have a very good awareness of their own culture through music, art and visitor led assemblies. The recent focus on Indian culture, including dress, dance, music and art was very successful. Pupils know that not everyone has the same cultural heritage or ethnic background. When asked, they easily name Diwali and Eid. Displays provide good examples of multicultural art, with very good batik work and Bindi designs. The school plans to expand multicultural education so that pupils know the richness and importance of other cultures. Social development is important to school life. Pupils build very good, open relationships with others. They are extremely confident when speaking to known adults; very well able to express opinions. They are equally interested in other views. Pupils say they *'love'* school. They work together very well in class or groups. They are very proud of their school council and the voice they have. The outstanding quality of pupils' social responsibility contributes most significantly to the extremely happy, harmonious school, well focussed on learning.
8. Attendance is good but punctuality is satisfactory because, despite the school's best efforts, not all parents are getting their children to school on time. Registers show that some pupils are regularly late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0
National data	5.4	National data	0.4

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

Exclusions

9. There have been no exclusions at the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10. The school provides a good quality of education overall. Pupils at Key Stage 1 and children in one of the reception classes achieve well because they are taught well. A good range of cross-curricular links is planned and the curriculum is supported well by a good range of visitors and the very good range of extra-curricular activities that are provided. Following improvements to the buildings, the school's accommodation is good, although the limited use of outdoor space and the lack of facilities for structured outdoor play restrict the degree to which the school can provide for reception children's physical development.

Teaching and learning

Teaching is good throughout the school, with much that is very good. This marks an improvement over time since the last inspection. The school has passed through a period when it had difficulty in recruiting and training staff to replace many of its more experienced staff who left for promotion or personal reasons. A focus on improving the quality of teaching and learning through support and

training has had a positive impact on pupils' achievement. The school recognises that more remains to be done, and has appropriate plans in place, to improve further. Pupils' progress is assessed thoroughly and the information available is used well in planning how to move pupils forward.

Main strengths and weaknesses

- Teachers have high expectations.
- Very good support from skilled learning support assistants helps pupils to move forward.
- There is good inclusion of pupils with special educational needs and those with higher attainment.
- There are some weaknesses in teachers' subject knowledge which result in reduced challenge for some younger children.
- A very good range of assessment information is used consistently in planning work for all pupils.
- In many lessons there is a good use of questioning to challenge pupils.
- Very good use made of individual teachers' strengths.

Commentary

11. The table below indicates the quality of teaching seen across the school. There is a difference in the quality of teaching and learning between one of the reception classes, where there is a larger proportion of satisfactory teaching, and the remaining reception class and Years 1 and 2, where much of the teaching is very good. Where teaching is satisfactory rather than good, there are some weaknesses in teachers' subject knowledge which result in a slower pace or in tasks that do not fully stretch all pupils. The school has recognised this as an area for improvement and has an appropriate range of plans in place to ensure that all teaching is of the best quality. Parents and pupils are very positive about the teaching staff. Pupils especially feel that their teachers help them to learn well.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	8	8	1	0	0

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

Common strengths

12. The best lessons share some common strengths that support the quality of pupils' learning very well. Teachers make use of a broad repertoire of styles that enables all pupils to understand what is expected and take a full part in activities and discussion. These lessons are run at a very good pace and with clearly stated high expectations that stretch all pupils. Very good support from skilled and well-informed learning support assistants means that those with special educational needs have opportunities to work in small groups with adult help. Very good questioning and discussion enables pupils to think carefully and develop their understanding while considering the contributions made by other pupils.

Consistently good and very good teaching in one of the reception classes, and in Years 1 and 2

13. Good teaching was observed in most classes during the inspection but a significant strength of the school is the high percentage of good and better teaching observed in one of the two reception classes and in Years 1 and 2 and this is a significant factor in the rising standards. The quality of teaching of children aged under five is good overall in each area of learning and is particularly good in relation to their social development. In the very best lessons in Years 1 and 2, the teachers used very good subject knowledge to challenge all pupils through activities and questioning directed at individuals and the whole group. Tasks were accurately planned in

relation to pupils' abilities and teachers had the confidence to adapt the planned activities in response to the work that pupils were doing, which promoted rapid learning for all groups.

Good teaching in English and mathematics

14. In all classes English is taught well with examples of very good teaching in both year groups. Teachers have a secure subject knowledge and use this to provide a variety of stimulating lessons that motivate and, in the best examples, inspire pupils. Teaching in mathematics is good overall. This was because the work was extremely challenging for pupils of every attainment. Class teachers and learning support assistants work very well in ensuring the right level of support for all pupils. The most able pupils are well challenged in English and mathematics as a result of teachers' good subject knowledge, and the way in which assessment information is planned to make subsequent learning precise.

Assessment

15. Assessment procedures have improved significantly since the last inspection and are now very good. Pupils are tested frequently in English, mathematics and science. The statutory test results are very thoroughly analysed so that all staff have a clear picture of pupils' attainment. This data is used rigorously in planning subsequent work. Tracking systems are a clear strength and, because they are focused on the progress that pupils make, they are used very well to help teachers in planning future work. Generally, teachers give pupils good verbal feedback on their work, and the marking of work is usually helpful in giving pupils a clear picture of whether they have learnt what was intended. Very good whole-school expectations for how teachers' day-to-day assessment is recorded are linked to the targets that show the expected learning. Examination of pupils' previous work and teachers' planning shows that assessment information is used just as consistently in planning appropriate work to extend the most able pupils and those with special educational needs.

The curriculum

The curriculum is **good**. It is enriched through cross-curricular links, visitors and a **very good** range of extra-curricular activities. All subjects are well resourced and, although accommodation is **good** overall, provision of space and outdoor play facilities for the youngest children is **unsatisfactory**.

Main strengths and weaknesses

- Visits, visitors and a very good range of extra-curricular activities enrich the curriculum.
- Very good provision enables pupils with special educational needs to access the full curriculum.
- Pupils are very well prepared for transfer to the junior school.
- Outdoor accommodation for children in the Foundation Stage is unsatisfactory.

Commentary

16. The curriculum is broad and balanced and meets national requirements. It is reviewed annually and the school links areas of learning wherever possible. Planning, both medium and short term, is good and is based on exemplar planning frameworks provided by the Qualifications and Curriculum Authority. Work is well matched to the needs of the pupils and extension activities are included where appropriate. Personal, social and health education is well organised. Adequate time is allowed for all subjects.

17. A very good range of well attended extra-curricular activities, organised during the lunch break, enrich the curriculum. They include French, art, recorder and football clubs run by teaching staff and an after school football club run by professional coaches. Pupils make extensive use of the local area, visiting the church, high street and woods when studying science, religious education and geography. Further afield, pupils have visited the Museum of Childhood in Bethnal Green and the local butterfly and insect house with all visits related closely to areas of study. Visitors

come to the school and have included, historical re-enactments from the Victorian era and the Great Fire of London. An Arts Week is held annually and a representative range of visitors representing craft and art techniques visit to work with the pupils. All these activities motivate and interest the pupils and help develop very positive attitudes to school and to learning.

18. The provision for pupils in the nursery and reception classes is good in all areas of learning apart from communication, language and literacy, where it is satisfactory and physical development, which is unsatisfactory because there are insufficient outdoor facilities to encourage children to develop a full range of physical skills. Planning is undertaken in relation to national guidelines and there is a good level of collaboration between the reception classes and Year 1. However, the effectiveness with which this planning is translated into activities, that are appropriate for these young children, is more effective in one of the two classes, led by an experienced early years' practitioner. In all areas other than physical development, resources are well used to engage and interest the children.
19. There is a good match of teaching and support staff to the curriculum but the turnover of staff recently has impacted negatively on continuity and progression with regard to the delivery of the curriculum. Staffing is now stable and the curriculum is now delivered very well. The very good use of teaching assistants, the good match of work and the appropriate use of resources, ensures that the inclusion of pupils in all activities is a priority for the school. Teachers are also skilled at involving pupils well by directing questions that they can answer and thereby feel included.
20. The provision for pupils with special educational needs is very good. There are clear individual educational plans and staff are well informed and monitor the gains made by individual pupils closely. Teachers and support staff work together very closely to ensure consistency of provision; as a result, the contribution made by support staff is very effective. The special educational needs co-ordinator (SENCO) is very knowledgeable and ensures that the annual reviews are carried out in accordance with the current Code of Practice, and that parents are well involved in planning and reviewing their child's attainment and personal development.
21. The school has maintained very good links with the neighbouring junior school. Curriculum links, regular visits between staff, visits by the junior pupils to the school and a review of pupils' progress a few weeks into the autumn term after they have left ensure very good induction into the next stage of education.
22. The school has recently added two classrooms to the original building and these have enhanced the accommodation considerably, making it good overall. Outdoor play facilities for children in the Foundation Stage are unsatisfactory as they do not allow and encourage a full range of physical activities. The school is aware of this and plans are in hand to improve facilities before the end of next year. Resource provision overall is good and teachers plan well to use resources to enhance learning whenever possible.

Care, guidance and support

Attention to pupils' care and welfare are **very good**. Child protection arrangements are **very good**. The support and guidance given to pupils on academic and personal progress, is **outstanding**. **Excellent** consideration is given to pupil opinion. Induction arrangements are impressive. Health and safety practice is **satisfactory**.

Main strengths and areas for development

- Pupils receive very good care and welfare provision, with outstanding personal guidance and very good academic support.
- The very good awareness of child protection.
- An impressive focus on valuing and listening to pupils.
- Induction procedures of the highest order.

23. The staff work very successfully ensuring each pupil is happy and well cared for. Pupils get lots of gentle sympathy if they are unwell or suffer a minor injury. The first-aid record keeping and information that is available to staff on symptoms of chronic illnesses is impressive. The school has a dedicated school nurse based nearby, who can be contacted quickly. The quality of guidance offered to pupils about academic and personal progress is very good. It is very securely founded on the extremely thorough record keeping and assessment of pupils' individual needs, explained clearly so that pupils understand. As a result, pupils know what is expected of them and are positive about how they can best improve their work, or personal development. In lessons, trained teaching assistants give very good attention to pupils with any learning or behaviour difficulties, so that they make the same good progress as other pupils.
24. Child protection procedures and practices are strongly focussed on the pupil's best interests and made clear to parents. The designated person is very knowledgeable and well trained, so that all staff know and understand latest practice. The school has developed an excellent handbook firmly based on local procedures. There are no pupils currently on the '*at risk register*', but there is involvement with '*looked after*' pupils. Child protection agency relationships are very good, with informal advice readily available, if the school has any concern.
25. The focus on valuing pupils is impressive. Pupil views are very important, playing an integral role in the school's development and growing success. Pupils can get help, knowing they will be heard and taken seriously. Pupils like and totally trust the known adults who help them. Mutual respect between staff and pupils is very good.
26. Induction arrangements are of the highest order, with successful and well-practiced procedures. Parents of children starting school complete a detailed profile and receive considerable information. Before term starts, parents spend a series of very full afternoon with their children in school. Senior staff, the school nurse and librarian all answer questions, whilst the children happily explore the reception classes. Pupils who arrive at other times settle quickly, with very focussed support from staff and pupils, who make sure new friendships soon develop.
27. Health and safety is soundly established. Personnel trained in first aid are always on site, and all incidents are recorded and monitored well. Staff are aware of child protection issues and deal with these well.

Partnership with parents, other schools and the community

The school enjoys a **very good** partnership with its parents and carers. Community links, including those with other schools, are **excellent**.

Main strengths and areas for development

- Parents appreciate the shared partnership.
 - Excellent community and school links enhance the quality of education.
28. There is a very good, thriving parental partnership. Parents are fully involved and kept well informed of their children's education. Many parents help in all classes, getting very sensible, written guidance enabling them to make the most of the opportunity. They may hear readers, support group work in class, or take pupils to the colourful school library. Around 50 parents got involved during a recent '*Arts Week*'. Visiting parents receive a warm welcome from the friendly office staff; the headteachers' door is almost always open. Parents are pleased with the schools' approachability. The parents' association is valued and their successful fundraising greatly appreciated. Parents receive a great deal of very good information like leaflets on supporting home learning in writing and reading. Newsletters are regular and friendly requesting help, information about particular skills or talent that can support the schools' work and plenty of information about school events and parent meetings, that attract a very high turnout. Pupil reports are very good quality. They are well set out with clear identification of individual strengths and areas for development including targets. Language is straightforward giving a '*big*

picture of overall progress. Foundation Stage parents get a copy of their child's full profile, but it does not contain guidance to help parents interpret the data.

29. Community links are very good with outstanding school links. Locally, the school has an enviable and growing reputation. Some years are oversubscribed, so that admission appeals are made. The local community is used well to support topic work. There are useful links with local churches. At Harvest Festival and Christmas time, local elderly residents receive gifts prepared by the pupils, and are invited to assemblies and carol concerts. The 'thank you' cards that are received are shared with pupils during assembly. Relationships with other schools and pre-school providers are excellent. There are very close, productive ties between the infant and junior schools sharing the same site. The two headteachers consult regularly about shared areas like the grounds, child welfare, or transfer arrangements, that are particularly successful. Staff exchange information and there is a *'wrap around'* programme to ensure pupils move on happily. Exchange visits between staff and pupils help to build new relationships very well. Although pupils feel sad at leaving the infant school, they are confident about moving on. Relationships with pre-school providers feeding into the infant school are very positive. A playgroup with restricted accommodation use, is moving on site; relocation plans are well underway. School staff have agreed to a request to provide playgroup staff with some child protection training. The school belongs to a local school cluster group allowing much sharing of staff training and good practice, so that pupils gain from their teachers' training and new ideas. School council members ably represented their school not only at a large area student council meeting but also visited the Houses of Parliament, not at all fazed by being the only infant school council involved. On return, pupils fed back to the whole school in a special assembly. The school is extremely proactive in exploring any opportunities to expand pupils' learning experiences.

LEADERSHIP AND MANAGEMENT

Governance of the school is **good**. The headteacher and key staff provide **very good leadership**. The school is managed **very well**.

Main strengths and weaknesses

- Governors understand the strengths and weaknesses of the school.
- The headteacher has a clear vision that she shares well with governors, staff and parents.
- Key staff set clear objectives that they work hard to achieve.
- The roles of subject leaders and the Foundation Stage leader are insufficiently focused on improving provision.

Commentary

30. The governing body works in close co-operation with the headteacher and key staff. It shares a common vision and is committed to further improve the learning opportunities for pupils, whilst at the same time maintaining the welcoming, friendly ethos that pervades the school. Committee structures are well established and these ensure that all issues are dealt with effectively and efficiently. Governors are involved in writing the school improvement plan and in monitoring progress against targets set. These are linked to longer-term goals. They always obtain best value for money and acknowledge that they need to monitor the impact of expenditure on standards more systematically in the medium and long term.

31. The headteacher, very well supported by the deputy and senior staff, has a clear vision, shared with the governors that she is determined to achieve. She has led the school very well through a period of change that has seen many staff leave for promotion and others for maternity leave. Recruitment of experienced staff proved difficult and temporary posts caused by maternity leave were particularly hard to fill. As a result, senior managers have had to provide significant levels of direct support to middle managers in introducing the monitoring and action strategies that are necessary in the fulfilment of their roles. For example; the recently appointed Foundation Stage

leader, a very experienced teacher, is receiving appropriate support in developing her management skills further to ensure consistency in the quality of teaching provided in the reception classes. Subject leaders also need to develop their leadership roles. However, guided by the enthusiasm of the deputy headteacher, the senior management team has set up rigorous self-evaluation procedures that support subject leaders well. These identify areas for improvement and enable staff to track the progress of both individuals and groups in their quest to raise standards still further. Consequently subject leaders are developing a good understanding of the strengths and weaknesses in their subjects. The headteacher ensures that they are given time to monitor planning, pupils' work and, if necessary, teaching as they endeavour to achieve the targets set out in their individual action plans.

32. The co-ordination of special educational needs is very good. The co-ordinator has a clear overview of all aspects of provision for this area across the school. She works very closely with the well-qualified and experienced learning support assistants for special educational needs and good teamwork is evident. Pupils with special educational needs are very well supported by teachers and by support assistants who are effectively deployed in this respect. The governor designated for special educational needs liaises appropriately with the co-ordinator and is involved in all aspects of this area. Special educational needs provision is given a high priority in the school's development.
33. Statutory requirements are met when budgets are set. The finance officer supports the headteacher and governors very well, overseeing efficient systems of financial management and ensuring that they have the necessary information to prioritise when making spending decisions. The expenditure per pupil is in line with the average cost for schools of their size. The carry forward represents 11 per cent of the budget. However, governors know that additional expenditure will be incurred when a temporary classroom is removed and outdoor facilities for the youngest children are improved and they have wisely planned for this anticipated expenditure.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	556,362
Total expenditure	558,099
Expenditure per pupil	2,277

Balances (£)	
Balance from previous year	63,098
Balance carried forward to the next	61,361

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

At the time of the last inspection the provision in the Foundation Stage was a strength of the school. Staff changes and the need, recognised by the school, to improve the outdoor play facilities, means that provision is now satisfactory overall. Also the good practice observed in one class is not consistently reflected in the other. The school is aware of this and has set up systems of guidance and support to assist the Foundation Stage leader in developing her role and skills further so that that she can offer effective support and guidance to teachers within the Foundation Stage when it is required. Teaching assistants offer very good support in both classes.

Most children attend a pre-school setting and the youngest do not enter full-time until the beginning of the summer term. Teacher observations, supported by inspection evidence, indicate that children enter the reception classes with average attainment in mathematics, knowledge and understanding of the world and creative and physical development. However, most enter reception with skills in speaking and listening, writing and reading below those expected. Satisfactory teaching overall is reflected in satisfactory achievement although the majority of pupils do not achieve the Early Learning Goals in communication, language and literacy by the time they enter Year 1. The lack of suitable outdoor play facilities means that the majority of children meet the required standards in physical development but do not exceed them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Many opportunities are provided in both classes for children to develop their personal and social skills.
- A significant number of younger pupils find it difficult to relate to and play with other children in the class.

Commentary

34. Induction procedures are very good. The foundation leader has time to talk and work with children in their pre-school settings and is therefore able to assess their needs very well before they start school. An initial visit, observed during the inspection, was very successful as a wide range of activities involved the children whilst the headteacher and school nurse spoke to the parents. The curriculum provides many opportunities for children to develop their personal and emotional development with clearly set targets reflected in lessons. Consequently in one class children are asked what would make themselves and then a friend and their mummy happy. This encourages them to think of others as well as themselves. Teachers are very good role models and expect children to take turns, share equipment and display good manners, and they do. One teacher says when a child interrupts, "I'm sorry but I thought / was talking". It is clear that routines are still being established in the class with the younger part-time pupils where a significant minority still find it difficult to co-operate with each other, although most of these children will attain the expected standards by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory** overall.

Main strengths and weaknesses

- In one class children are given many opportunities to improve their language skills and they achieve well.
- There is an inconsistency of provision between classes. Teaching for the older pupils is good.

Commentary

35. Where teaching is consistently good as it is in one class, children achieve well and, as a result most of these children will attain the expected standards by the time they enter Year 1. These lessons are focussed and well paced maintaining the children's interest and giving them many opportunities to talk for a purpose. In these lessons children are challenged and encouraged to express themselves in a variety of ways through talking, drawing, using the computer, role-play and in purposeful conversations with adults. These adults are very skilled at asking questions that will include even the shyest children drawing them into the activities and boosting their self-esteem and confidence in the process. Where teaching is satisfactory the teacher's explanations are often too complicated and children fail to concentrate and listen well. Consequently they are often not sure how to complete tasks and the pace of the lesson slows whilst explanations are repeated. In the one unsatisfactory lesson observed the teacher's interventions with the children focussed on general comments rather than developing their vocabulary by engaging in conversation and the support of the foundation co-ordinator was ineffective. The curriculum is well planned to give pupils ample opportunities to practice their speaking and listening, reading and writing skills, although teachers do not apply the school handwriting scheme consistently when writing on boards and in books and this inhibits progress for some pupils.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of activities are planned for both classes that ensure skills are practiced and concepts consolidated.
- The classes are well resourced to support learning in mathematics.
- Higher attaining children are not always challenged.

Commentary

36. Most children will attain and many will exceed expected standards by the time they enter Year 1. Teachers plan together and therefore all children experience similar activities. In one class the teacher says "We'll stop there, that was challenging enough." However some in the group could have been challenged further. Pupils recognise and respond to spoken and written numbers and also to the praise of the teacher as they count beanbags into a hoop. All are developing very positive attitudes to number and a strength of lessons observed is the way in which follow up activities such as searching for beads in the sand or playing number bingo reinforce and consolidate the concepts taught. Children are involved as they are asked to comment on how well their friends have written numbers on the board and in this way they learn about letter formation as one quickly said, "I've written it round the wrong way", before his friends could interject. Displays and a scrutiny of planning show that children experience working with a variety of simple shapes and also the computer that reinforces understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Strengths and weaknesses

- Medium and long-term planning indicates a wide range of appropriate activities.
- Good questioning encourages older children to explain what they see and experience well.
- There are too few focussed interventions to encourage some children to talk about their experiences.

Commentary

37. Most children will reach the required standard by the time they enter Year 1 and a significant minority will exceed it. Older children pass around a wrapped Christmas present and imagine what might be inside depending on who is to receive it. This encourages them to think of others and they all relate the activity to their own experiences of Christmas that the teacher exploits well. Younger children help their teacher sort out a large collection of shiny and dull objects and have to give reasons for their choice, but too often in other lessons their understanding is not consolidated well because they are not always asked questions that encourage them to explain what they see. Children in both classes, with the very good support of the teaching assistants, arrange pictures in order to show progression through the day and they dress teddy bears according to the weather. They visit the local area and look at buildings, trees and plants although facilities for planting and growing seeds and plants are very restricted on the school site. All children have daily access to computers and these are used well to support learning in all areas of the curriculum.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- The children control their bodies well when they run and play.
- There are insufficient outdoor facilities to encourage children to develop a full range of physical skills.

Commentary

38. Although most children will attain the expected standard when they enter Year 1 a significant minority will not. They are very confident when they run and chase outside but space is restricted and many spend time in groups talking to each other because of the poor range of resources available to encourage active play. Wheeled vehicles are used but they are limited in number and none observed encouraged pupils to co-operate with each other. There is no equipment available to encourage them to climb, crawl, hide or build. In the only lesson observed in the hall a general lack of pace meant that children rarely exerted themselves or initiated movements as they responded to the teachers instructions throughout. Children are developing the skills to cut, control pencils and paintbrushes and manipulate malleable materials and are given many opportunities to consolidate these skills in both classes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- An extensive range of well planned activities ensure that children develop their skills well.

Commentary

39. Most children are likely to exceed the expected standard when they enter Year 1. Children are developing very confident attitudes. They sing with enthusiasm and become excited at the prospect of their favourite song. They paint, draw, print and make models. Christmas wrapping paper printed by the children and also designs drawn on the computer are well displayed, valuing the children's efforts. Cross-curricular links are often made such as creating different numerals out of play dough and making collages of different letters. Both classrooms are well set out with clearly designated areas for role-play that helps fire the children's imagination and planning indicates that these areas are changed regularly to maintain the children's interest.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and pupils are achieving well.
- Assessment, tracking and target setting procedures are very good and help teachers match work well to the needs of the pupils.
- The subject leader manages the subject very well and leads by example.
- The standard of writing needs to improve further.

Commentary

40. National tests in 2003 indicate that standards at the end of Year 2 were below average in all aspects of English. However inspection evidence indicates that standards at the end of Year 2 are now average in speaking and listening and reading and, although improving, below average in writing.
41. Several factors have contributed to the recent improvement in standards. Staffing is now stable, assessment procedures are very good, teachers plan effectively, they match work well to the needs of the pupils and teacher expectations are high. In addition very effective programmes of work have been put in place, run by teaching assistants, to give extra support in reading to pupils both with special educational needs and those who need support in a small group to increase their confidence. Teaching staff have also been deployed well to give small groups extra tuition in writing skills. Individual targets are set and shared with pupils and these are closely monitored.
42. Teachers' presentation is often lively capturing the pupils' interest and encouraging them to respond to questions and become fully involved in the lessons. Teachers are skilled at asking questions that encourage the pupils to justify and explain and also often ask them to discuss issues with a partner before responding to the class. All these activities impact positively on their speaking and listening skills. In one class the teacher played the part of television interviewer and pupils responded very well, reflecting positive attitudes and competing to have the opportunity to respond to the teacher's questions.
43. Resource provision to support the teaching of reading is good. The centrally situated school library is used well as a base for reading activities and for selecting non-fiction books to support learning. Displays in the library and around the school engage pupils well with questions clearly displayed encouraging pupils to read and respond. Teaching assistants offer very good support and one, with particular expertise, spends much time working with small groups consolidating their phonic knowledge and encouraging them to greater efforts by the effective use of praise and boosting their self-esteem. Pupils have positive attitudes to reading. They understand the difference between fiction and non-fiction and are keen to talk about their favourite books.

Home/school records are well maintained and whilst some contain useful comments that will guide parents when listening to their children read at home, this practice is not consistent in all classes.

44. Standards in writing are still below those expected nationally and raising them is a top priority for the school. Additional time is allocated to practice writing skills and staff give additional support to groups of pupils in Year 2. Scrutiny of work indicates that this extra support is making a difference and pupils are achieving well, especially since they entered Year 1. Staff seize every opportunity to encourage writing for a purpose in subjects across the curriculum and extensive writing about the Fire of London, in Year 2, indicates the success of this strategy. They also encourage pupils to use computers to record their work. Marking is good as teachers indicate clearly what the pupil needs to do to improve and the individual target cards also state clearly what the pupils need to do to raise standards further.
45. The subject leader is very effective and is relentless in her pursuit of higher standards. She has identified what needs to be done and has adjusted the timetable and allocated staffing accordingly. She has also established very good systems of on-going assessment to evaluate progress toward achieving targets set. She monitors books and teaching, has formal discussions with pupils and runs appropriate training for staff when necessary. Her enthusiasm and drive is impacting positively on teaching and learning and places the school in a strong position to achieve the targets set.

Language and literacy across the curriculum

46. Staff ensure that pupils have some opportunities to use their literacy skills in other subjects. However there are still too many worksheets used that do little to structure pupils' writing skills. Teachers are systematically planning to develop writing skills in other subjects by, for example, developing report writing skills in some areas but more could be done to, for example, develop report writing skills in science or factual writing in geography. Plans are in place to address both of these issues.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved, and are now average.
- There is good teaching throughout the school characterised by good pace, challenge and high achievement.
- Higher attaining pupils and those with special educational needs are well challenged.
- Pupils' use of mathematics in some other subjects is not planned systematically.

Commentary

47. Standards in mathematics were slightly below average at the end of Year 2 in 2003, with a low percentage of pupils achieving the higher level, as the school's targets had predicted. Following a period of turbulence, staffing is now stable and this has enabled the school's very good induction and support procedures to work effectively. Assessment procedures are very good and teachers plan collaboratively with more experienced staff in each year group providing close and very effective support where necessary. Individual targets are set and shared with pupils and these are closely monitored, and there is clear evidence that test results are likely to improve this year. The quality of teaching and learning is now good and this is raising the attainment of all pupils. As a result, standards in Year 2 are about average, reflecting the good achievement that is made.

48. Teaching is good throughout the school. In these lessons the work was very challenging and the very good support of the learning support assistant ensured that pupils of lower abilities achieved well. Higher attaining pupils were working at levels above those expected nationally. Excellent use of discussion supported the pupils' learning.
49. Teachers group pupils to help ensure that work is pitched at the right level and plan work for different abilities within their classes. This ensures that all are challenged sufficiently and pupils consistently achieve as well as they can. Pupils take care and pride in their work. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks. The school has identified its more able pupils and makes good provision for them. They are given a real sense of challenge to achieve high standards.
50. Good teaching in the school is characterised by the good pace of teaching and learning. Lessons are brisk, but pupils are given sufficient time to think and reflect. The amount of work they cover in lessons is good and all pupils try hard. Practical approaches work well, particularly for those pupils with special educational needs. The quality of teaching and learning is now good and this is raising the attainment of all pupils. This is an improvement since the last inspection when standards were judged to be sound. The subject is managed well, with the newly appointed subject leader being well-supported by the headteacher. This arrangement has enabled the subject leader to develop her monitoring and planning skills while ensuring that all teachers are familiar with the subject and confident in how to teach it.

Mathematics across the curriculum

51. The school has a good range of planning in place to begin to identify opportunities for pupils to develop the skills they have learnt in mathematics within other subjects of the curriculum. For example, pupils in Year 1 used the skills they had learned in mathematics within science to make measurements of the shadow cast by the sun. However, such opportunities are not planned systematically into other lessons, such as history and geography. This means that they do not practise, consolidate and improve their mathematical skills in other subjects as much as they might.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the good teaching.
- There is good improvement since the last inspection, especially in the investigative strand of the subject.
- Pupils are acquiring and using appropriate scientific vocabulary.
- There are good opportunities for pupils to carry out experiments and to begin to plan their own investigations.

Commentary

52. From the work since the start of the term, the standards achieved are average for pupils currently in Year 2.
53. In the Key Stage 1 national tests in 2003, pupils' attainment was well below average at Level 2 although average at the higher Level 3 which shows an improvement from the previous inspection.
54. Pupils currently in Year 2 are in line to achieve average results by the end of the year as a result of the generally good teaching in Years 1 and 2, and the teachers' good emphasis on scientific enquiry through a systematic approach to investigations. No differences are observed between

the achievement of boys and girls; they all achieve well, including pupils with special educational needs.

55. In the lessons seen during the inspection, teaching varied between satisfactory and very good. Taking all the inspection evidence into account, teaching and learning are at least good, often better. There is good emphasis on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. Teachers' planning is good; written plans clearly indicate how the higher-attaining pupils will be offered more challenge and there were examples of teachers changing their planning in the light of what pupils had achieved or had difficulties with. Assessment procedures are clear and consistently operated which helps teachers identify different rates of learning.
56. The school recognises that there is further scope for development. While there are some examples of the planned use of English and mathematics to support work in science, the school recognises that these are often co-incidental and plans to develop its planning in this regard. The management of the subject is good as a result of the support provided by the headteacher to the newly appointed subject leader with whom she shares the role.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- There has been considerable improvement in resources and staff expertise.
- ICT is used effectively to support learning in other subjects.
- Procedures for monitoring and evaluating provision and standards in ICT are developing rapidly.

Commentary

57. By Year 2, pupils' ICT skills are in line with those expected. In the small number of lessons seen, good teaching enabled pupils to make rapid progress and achieve well. Good use is made of the computers in classes, and planning ensures that skills are taught effectively and that there is time available for pupils to use the computers to apply those skills in other subjects. These features have a positive impact upon pupils' learning and the standards attained.
58. The use of national guidance as the basis for planning will ensure that all pupils experience the expected subject strands. Examples of pupils' work show they are learning to use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling.
59. In the lessons seen the teacher's own subject knowledge was used well to give clear succinct explanations. Good use of questioning maximised pupil input and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved well. Collaborative planning means that learning support assistants are well aware of the software that is being used and of the objectives for lessons and so are able to provide good quality support which ensures that these pupils achieve as well as their peers.
60. Conversations with pupils and examples of their work show they are confident in accessing the Internet for research and presenting text. They are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with partners or groups to achieve well.
61. The subject is well led. The recently appointed subject leader is knowledgeable and committed to ensuring the best for the pupils and, to this end, has begun to develop plans for updating the scheme of work and assessment. Plans are in place to revise assessment procedures in the spring term. A portfolio of pupils' work is being assembled and will provide all teachers with clear exemplification of standards.

Information and communication technology across the curriculum

62. During the inspection little use was seen of ICT outside the direct teaching sessions but other evidence indicates that the use of ICT to support learning is developing rapidly. The school recognises that there is a need to formalise planning for ICT to support learning in English and mathematics.

HUMANITIES

It was only possible to see one lesson in religious education in Year 2. No lessons were observed in history and geography. Inspection evidence indicates that the school has adopted national exemplar schemes of work in these subjects and pupil's previous work was examined. Although worksheets are still used that sometimes restrict opportunities for pupils to apply and develop their literacy skills, there is evidence that teachers are seizing opportunities to plan cross-curricular links to literacy. This was particularly seen in history where much work on the Fire of London has featured in literacy lessons and in displays, with one inviting pupils to write a telephone message to the fire brigade from someone whose house is on fire. Discussions with pupils also indicate very positive attitudes to this subject as they discuss it with enthusiasm. Displays show good use of ICT with pictograms produced to show how pupils travel to school and cross-curricular links to art as pupils draw pictures of local houses and place these against photographs for comparison. Work is generally well presented and marking often informs future learning well.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The locally agreed syllabus guides planning well in both year groups.
- Displays reflect good cross-curricular links and opportunities for reflection.

Commentary

63. Standards meet the expectations of the locally agreed syllabus. Pupils reflect on what it is to be a member of a group, culminating in what a person does to be a member of a family. They understand the importance of religious artefacts and the concept of a festival. During the inspection, acts of corporate worship and the lesson observed focussed on the circumstances surrounding the birth of Jesus. In this lesson the teacher, very well supported by the teaching assistant, each supported a group build-up a tableau with the aid of characters from a book entitled 'The First Christmas'. Displays showed good cross-curricular links to art and design with pupils making mendhi patterns using a 'tie and dye' technique and also Eid cards made to represent stained glass windows.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology or art and design but pupils' previous work was examined. Art and design work on display indicates a broad range of techniques and methods and good cross-curricular links. The standard of work overall was above that normally expected. In the library, artwork on the theme of a film 'Finding Nemo' transformed the area into an underwater environment with painted mobiles, collage and drapes used to good effect. Very bold and vibrant charcoal drawings and paintings of landmarks that were observed on a visit to London were displayed in some classes. Information and communication technology is used well to draw pictures that are used to create settings for stories, printing and rubbings of surfaces around the school indicates the range of work on display.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work so it is not possible to make a secure judgement about provision.

Commentary

64. The school sees pupils' personal development as central to its work. There is a good programme of activities including work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others. It is well supported by visits from outside agencies. The school council provide pupils with many opportunities to take an active part in the organisation of the school and to feel that they can "make a difference". Pupils appreciate that their views are taken into account.

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	2
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	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
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	1
The leadership and management of the school	2
The governance of the school	3
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).