

INSPECTION REPORT

GREEN LANE INFANT SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120007

Headteacher: Mrs K Broadhurst

Lead inspector: Peter Hill

Dates of inspection: 10th – 13th November 2003

Inspection number: 260630

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
Number on roll:	266
School address:	Spinney Hill Road Leicester
Postcode:	LE5 3GG
Telephone number:	0116 2627050
Fax number:	0116 2627050
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Modha
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

Green Lane Infant School is situated in the Highfields area of the inner city of Leicester. The school is bigger than many other infant schools with 264 children on roll. 120 children attend the nursery on a part time basis. The school serves an area with significant socio-economic difficulties. Many children live fairly close to the school, but 30 per cent of children travel from outside the immediate area. Housing is mainly terraced, with some rented and some owner occupied properties. There is a considerable range of cultural and family backgrounds and many children come from families who are newly arrived in the country. As a result a very high percentage of children start school not being able to speak English. Throughout the school the percentage of children speaking English as an additional language is very high. Children's social development and attainment are significantly below average when they start school in the nursery, and below average when they start in the reception class. Mobility is high with 27 children entering the school other than at the usual time and 44 leaving or transferred other than at the usual time. The percentage of children eligible for free school meals is above the national average, but not all parents who are eligible take up the free school meal for their child. The percentage of pupils with special educational needs is about average at 23.3 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6642	Peter Hill	Lead inspector	Science ICT Geography History Provision for children with special educational needs Provision for children with English as an additional language
32676	Nicolas Power	Lay inspector	
30362	Jacque Henshaw	Team inspector	Areas of learning for children in the Foundation Stage English Art and design Music
1272	Ian Hocking	Team inspector	Mathematics Design and technology Physical education Religious education

The inspection contractor was:

Power House Inspections

51 High Street

Chasetown

Burntwood

Staffordshire

WS7 3XE

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good and effective school providing very good value for money. Although children's overall standards are below the average of schools nationally, they are continuing to rise. All children achieve very well including those who need a lot of support with their English and those with special educational needs. Teaching and learning are good with a significant amount of very good teaching. Leadership and management are very good and have some excellent features. This is a highly inclusive and very caring school with a very strong identity.

The school's main strengths and weaknesses are:

- Leadership and management are both very good with a significant number of excellent features.
- The inclusive nature of the whole school and the equality of access and opportunity for all children are immense strengths.
- Teaching is good overall and in a third of lessons is very good with some excellent teaching.
- Children achieve very well in all areas and especially language development.
- Children are very well cared for and supported.
- This is a stimulating and innovative school with exciting developments for example, the use of Tablet PCs¹, the new Arts Studio and the outdoor environment.
- Leadership and management need to ensure that risk assessments are carried out systematically and consistently.

The school has made good progress since its last inspection in February 1999. All the key areas for development have been successfully addressed and improved. Standards have risen and higher attaining children are well catered for. Besides meeting the key issues the school has continued to very successfully develop and improve the accommodation and environment.

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	E	E	C
writing	E	E	D	B
mathematics	D	E	D	B

*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*

Throughout the school children achieve **very well** as a result of good teaching. Children in the Foundation Stage achieve very well, making very rapid and often spectacular improvements in their English language development. Understandably, resulting from their very low starting point, they do not reach the average standards attained across the country. Nevertheless, by the time they move to Year 1, besides most becoming confident, if basic, speakers of English as well as their home language, they have many improved skills. By the age of 7 children's standards, when compared with the national average, are well below in reading and below average in writing and mathematics. However, when compared with similar schools, attainment is average in reading and above average in writing and mathematics.

¹ Tablet PCs are similar to laptop computers but, in addition, the screen can be turned round and then written and drawn on with a special pen.

Children's personal development is **very good** and is very well supported through the **very good** provision for their spiritual, moral, social and cultural development. Children are very happy at school and have especially positive attitudes towards learning. They behave very well in lessons and at playtimes. Children's attitudes and behaviour are very good; there have been no exclusions in the last year. Attendance is below average.

QUALITY OF EDUCATION

The school provides a **very good** education. Teaching is **good** throughout the school and is **very good** in a third of lessons. As a result of good teaching, supported by very good relationships and classroom and behaviour management, learning is good with children making very good progress. The quality of assessment is good and information is well used to match lessons to the needs of children. The curriculum meets the needs of the children very well and is enriched through a very good variety of activities and additional provision. The care, support and guidance of children are very good and a significant and very positive factor in teaching. Partnership with parents is good and the school works hard to involve them in their children's learning. Links with the community and with other local schools are good. The local community thinks very highly of the school and values it greatly.

LEADERSHIP AND MANAGEMENT

Both the leadership and the management are **very good** with some **excellent features**. There is a strong, shared commitment by governors and staff to provide the very best education possible for the children. Teamwork throughout the school is very good, well managed and has a very positive effect on children's learning. Extremely effective leadership has ensured a very strong ethos which cares for children and staff and encourages and promotes rising standards. Management has a very clear view of standards, very good procedures for checking out how well they are doing and takes very effective steps to ensure improvement. The headteacher ensures that the school is innovative and exciting and continues to make very positive progress.

PARENTS' AND CHILDREN'S VIEWS OF THE SCHOOL

Parents have a high regard for the school and are decidedly pleased with its work. They have no significant concerns and speak well of the way their children are educated and cared for. Children like coming to school and enjoy lessons. They feel secure and cared for.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Ensure that risk assessments are carried out systematically and consistently to ensure the health, safety and welfare of all children at all times.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children achieve **very well** in each stage throughout the school. Standards in the core subjects have considerably improved recently: however they are still well below the national average in reading and below average in writing and mathematics. When compared with schools in similar contexts they are above average in writing and mathematics and average in reading. There was no overall significant difference between the attainment of boys and girls or of children from different cultures.

Main strengths and weaknesses

- Children of all levels of ability, regardless of background, achieve very well and make very good progress as they move through the school.
- Children with special needs and those who speak English as an additional language achieve very well.
- Gifted and talented children are well catered for.

Commentary

1. When children start school their level of skill and knowledge is very low for their age. Although children achieve very well in the nursery and reception class, their low starting point prevents them from reaching the goals expected and the attainment of most children remains well below average in all areas of learning at the end of the reception year. The intake of the school is very diverse, both in terms of cultural diversity and levels of attainment. The situation is further complicated throughout the school by the transient nature of the school population. A significant number of children start and leave school at times other than the normal ones.

2. The trend in standards over the past five years has been one of steady improvement. The focus on language development across all areas of the curriculum has allowed children access to subject content and has improved standards. The school is aware that reading in years 1 and 2 has not improved at the same rate as writing and is addressing this area.

3. Both national literacy and numeracy strategies have been well implemented. The school has placed considerable emphasis on improving children's skills in these areas and this has resulted in improvements, clearly supported by the work seen in lessons and in children's books. Similar improvement is to be seen in children's use of numeracy in a range of subjects across the curriculum.

4. The very inclusive nature of the school, linked to very good assessment procedures, very well used to identify individual children's progress have resulted in all groups of children achieving well, and often very well. This is very evident in the progress made by children with special educational needs and those who speak English as an additional language. The school has identified children who are gifted and talented and has ensured that they have appropriate work that challenges and extends them. A very good example of this was seen in the groups of children using Tablet PCs for written and art work. These children will, in the future, be given some responsibility in helping others work with the computers.

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

Standards in:	School results	National results
reading	14.4 (13.51)	15.7 (15.8)
writing	14.2 (12.57)	14.6 (14.4)
mathematics	15.8 (15.51)	16.3 (16.5)

There were 100 pupils in the year group. Figures in brackets are for the previous year

Pupils’ attitudes, values and other personal qualities

Children’s attitudes and behaviour are **very good**; there have been no exclusions in the last year. The children’s spiritual, moral, social and cultural development is **very good**. Children’s attendance is **well below** the National average. However, children’s punctuality, when they do attend, is good.

Main strengths and weaknesses

- The school’s practices for stimulating a desire to learn, promoting good relationships, and dealing effectively with all forms of harassment are excellent.
- The school’s measures for improving attendance are effective.
- Children’s attitude to learning is very good throughout the school.
- Attendance is still well below the National average and therefore unsatisfactory.

Commentary

5. Attendance rates have improved significantly in the last 3 years. This is partly because of the school’s rigorous application of its ‘10 day rule’ of authorised absence in term time and partly because the children love coming to school. The school’s relationship with the Educational Welfare Officer is very good and this means that those identified as having poor attendance levels are quickly followed up. The school is aware of a small number of children whose level of absence significantly reduces the overall attendance level and these children are monitored closely.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.4	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.

6. The school is a very good example of how adults and children of different races, faiths and cultures can exist in harmony, respecting and valuing each other. This is because of the constructive relationships that are fostered at all levels and at all times within the school. An effective system of rewarding good behaviour and achievement is in place and this means that children quickly learn the benefits of behaving in a mature and sensible fashion. The very good spiritual, moral, social and cultural development programme, which makes full use of the school’s rich cultural diversity, also has a significant role in forming such delightful children. The very positive ethos of all aspects of school life means that children’s attitudes and behaviour are very good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**.

Teaching and learning

Teaching and learning are good and in a significant number of lessons **very good**. Throughout the school, teachers and teaching assistants work in close partnership in order to meet the diverse needs of all children. Teaching of the basic skills of literacy and numeracy is **very good**.

Main strengths and weaknesses

- Good quality teaching and very good relationships underpin successful learning.
- Teachers and teaching assistants form a very effective partnership in ensuring that the needs of all children are fully met.
- Teachers have high expectations of what children can achieve and of their behaviour.
- There are very good arrangements for assessing children's learning in English and mathematics and for children in the Nursery and Reception classes.
- The school ensures its aim of providing equality of opportunity for all is borne out in practice.

Commentary

7. In most lessons good teaching results in good learning and in a third of lessons there is very good teaching. In these lessons this leads directly to children making very good gains in learning. Several such examples of very good teaching were seen in Nursery and Reception classes, where teachers take great care to check the rate of children's learning. Staff have very good knowledge of the individual needs of children and adapt lesson plans and teaching methods to meet their needs. In Years 1 and 2, teaching is very good in mathematics, science and information and communication technology (ICT), resulting in very good learning in these subjects. In all other subjects, teaching is never less than satisfactory and in the vast majority it is at least good. A particular strength, common to all lessons, is the very good and often excellent relationships between staff and children. This results in a productive and harmonious climate where maximum use is made of available teaching time. Another notable strength is the flexible, stimulating and effective way teachers are teaching the basic skills of literacy and numeracy. Great emphasis is given to these key skills and, as a result of skilful teaching, children make rapid strides in their learning.

8. The very good partnership between teachers and teaching support staff, including bilingual staff, is a key contributor in ensuring that the diverse needs of all children are well met. For example, in a literacy lesson in Reception, a bilingual assistant was able to skilfully translate stories to several languages with the effect that all children, regardless of ethnicity, were fully involved. Similarly, the vigilant support of a classroom support assistant enabled a pupil with special physical needs to participate fully in a gymnastics lesson. Throughout the school, the presence of additional teaching support staff enables all children, including those who are gifted and those who finding learning difficult, to make good progress in learning.

9. Teachers' high expectations of what children can achieve are a significant contributory factor in the good quality learning that takes place. All teachers show that they place no upper limit on what might be achieved, for example, by their use of challenging questions or by presenting extension activities. Equally, they ensure that those for whom English is an additional language are appropriately helped by support staff and/or suitably adapted materials. Children with special educational needs are also supported very effectively in order to achieve the precise targets within their Individual Education Plans. Teachers and support staff also expect that children will behave well and are quick to intervene on the very rare occasions when this is necessary. The excellent role model provided by the headteacher promotes an expectancy of consistently high standards of behaviour throughout the school.

10. The school has very good systems for assessing and recording children’s progress in the core subjects of English and mathematics. This enables teachers to be clear about what pupils can do and what they need to do next. Clear targets are set for children, and parents are also able to see what these are. Similarly, accurate and thorough assessments of learning in Nursery and Reception classes form a secure basis from which teachers plan future lessons. The assessment co-ordinator has produced a policy that provides very clear guidance for colleagues. Her analysis of assessment data gives her a clear picture of particular strengths and weaknesses in children’s performance, which then leads to changes in the way the curriculum is taught.

11. The school’s commitment to ensuring equality of opportunity is clearly evident within lessons. All children, regardless of ability, background, ethnicity or gender are fully included. For example, when teachers’ question children to find out what they have learned, they ensure that no children are disadvantaged; often support staff re-stating the question in a different way for particular children achieves this.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	11 (29%)	20 (53 %)	6 (16%)	0 (0 %)	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 school offers a very good range of experience-based activities, which cater for the diverse needs of children and reflect the school’s commitment to flexibility and enrichment.

Main strengths

- This is a highly inclusive school.
- Provision for children with special educational needs is very good.
- Very good use is made of the outdoor environment.
- The school provides very good opportunities for participation in sports and arts activities.
- The school is very well resourced.
- The curriculum is used flexibly and adapted to meet the needs of all children. This includes initiatives in English and in design and technology.

Commentary

12. The school considers, adapts and caters for the many different cultures, languages, faiths, abilities and home backgrounds within the school to best of its ability. Extra funding is sought and made available to give the children wide and varied experiences. For example, the soft play Jungle Gym is a popular activity, which provides the opportunities children may not have outside school. It is particularly successful with children with special educational needs. As a result they develop confidence.

13. Provision for children with special educational needs is very good. Individual educational plans are tailored to the children’s needs. Teachers ensure that the pupils are very well supported and their work is challenging. As a result the pupils achieve well. Gifted and talented pupils are identified and are given opportunities to develop their learning. For example some pupils learn to play the recorder and others learn to use the Tablet PCs with great skill.

14. The outside environment is spacious, exciting and inviting with many areas of interest and challenge. The woodland walk is excellent and is used to provide city pupils with a natural

environment to enjoy and learn from. It is used well in a variety of subject areas such as English, art and design and science. There are enclosed areas for Foundation Stage children to play outside in all weathers and different sports areas for football, tennis and cricket games. There are adventure climbing structures, bars to swing on and a cottage for imaginative play. These facilities provide the pupils with understanding which many do not receive outside school and which support the experience-based curriculum. As a result the pupils improve their self-esteem and confidence to use their second language and improve their physical and co-ordination skills.

15. Coaching from the Sports Development Association further enriches the curriculum. Nursery children learn physical skills based on story language. The school funds swimming lessons for all children from Reception age and these initiatives have a significant effect on the standards reached by the children. The school provides opportunities for the children to hear and participate in live, professional music. For example they were involved in a workshop, demonstration and concert by percussionists from the Philharmonia Orchestra and the Royal College of Music. The children still talk about this and it has improved their sense of rhythm. More importantly it has inspired and motivated staff to try ideas in music.

16. The school is very well resourced overall. This results in many opportunities for children to experience, for example, a wide range of media in art and design, a variety of multicultural instruments in music or challenging experiences in physical education.

17. The curriculum is flexible and is adapted to meet the specific needs of the children. For example the National literacy and numeracy strategies are adapted to take account of learning in a second language through shorter more focused activities. Initiatives such as the Year 1 writing and food technology activities are very successful. They make strong links across the curriculum and help children to make sense of what they are learning.

18. Accommodation overall is very good and is continually improving. For example there are plans for an Arts Studio which will accommodate art projects, musical instruments and an Interactive Whiteboard. However, the mobile classrooms are ageing and the one used for the Reception class is not adequate or suitable for the Foundation Stage curriculum. A new unit is planned for 2004.

Care, guidance and support

The advice, support and guidance that the school gives its children are **very good**. The school seeks to involve children in its work and development well. The school needs to further develop its systems for ensuring the health and safety of its children.

Main strengths and weaknesses

- The school's procedures for induction are very good.
- The school needs to formalise systematic risk assessment procedures.
- The very good relationships in the school mean that children always have someone to turn to should they need to.

Commentary

19. The school's child protection procedures are effective and in line with locally agreed child protection arrangements. All staff know what to do should child protection issues arise. Most staff are trained first aiders and this is a good indication of how seriously the school views the care, health and safety of its children.

20. Systematic risk assessment of the school's physical environment is not always carried out regularly and as a result several potential hazards were seen during the inspection. The school is rightly concerned about fire safety, but also needs to ensure that procedures are in place to ensure that all potential risks are identified and steps taken to protect against risks before incidents happen.

21. The school's arrangements for induction are very good. Prospective children are given 'taster' sessions, first together with their parents, and then on their own. This method means that the children settle into school life and start learning very quickly. When children join the school from other schools their records are sought to help staff to integrate them into their new school as effectively as possible.

22. The school holds regular parents' evenings and issues annual reports on children's performance. The reports usually indicate what children need to work on so that parents can help them at home. The school places a lot of importance on the interaction that staff have with parents and, as a result, most parents know what to do to help their children at home. The reports do not always report attendance consistently. Overall, the level of support, advice and guidance that the school gives to children is good.

Partnership with parents, other schools and the community

Example of outstanding practice

The school's excellent website (www.greenlane.leicester.sch.uk) makes learning fun and also serves the serious purpose of informing parents about their children's school.

Parents and children can easily communicate with the headteacher and always get a reply. The many fun activities, such as "Find the headteacher" and "The farm quiz", are all designed to help children learn. Schemes of work and regular newsletters are all available – very useful if one has mislaid the original piece of paper sent home from school! A plan and tour of the school are provided for those who want to find out more about the school. Children's work is displayed on the website for the whole world to see. A homework section encourages children to try their hand at extra work (and get it marked!). The site is colourful and very engaging to the extent that it almost becomes addictive!

Green Lane Infants' School's links with parents, the community and with other schools are **good**.

Main strengths and weaknesses

- Parents view the school very positively and are kept well informed through newsletters, reports and the website.
- The strategies in place help to cultivate very good links between school and parents.
- Relationships between the headteacher and teachers and the parents are good.
- Children are prepared very well prior to their transfer to the junior school and supported well afterwards.
- All complaints and concerns raised by parents are dealt with immediately and effectively.

Commentary

23. Parents are very satisfied with the school. They particularly value the daily contact they have with the headteacher before school on the playground and the way any concerns are dealt with by the school. All staff are proactive in seeking parents' views, always doing what they can to involve parents in their children's work. The school is working hard to promote links between home and school and has a variety of strategies to do this. One such strategy is an innovative food technology programme which encourages parents to be involved in school life because the cooked food is taken home afterwards along with the recipe. The school runs a toy library and this is open to the whole community, not just the immediate families of those in the school. This helps to promote good links with the local community. Several good initiatives have been planned with other schools, for example, the Friendship Day organised with another Leicestershire school to help restore harmonious relationships between communities after the events of September 11. The school has links with a secondary school within the "Education Action Zone" of which it is a part. Whilst many links have been established, some of these are a little informal with no regular programme of planned contact. When children transfer to the junior school they are well prepared by visiting their new school and are supported after they have left by the staff of their old school until they are fully integrated. This is a very good feature.

LEADERSHIP AND MANAGEMENT

Leadership and management are both **very good**, with a significant number of excellent features. The school is extremely inclusive and is particularly successful in providing equality of opportunity for all its children. Governance is good and governors are effective and supportive in their roles.

Main strengths and weaknesses

- The clarity of vision and high aspirations of the headteacher are major strengths.
- The headteacher's commitment to inclusion and equality of opportunity is excellent. She is very well supported by other key staff.
- The school's performance management, and its use to bring about improvement, is excellent.
- Leadership inspires confidence and motivates staff and children.
- Leadership and management need to ensure that risk assessments are carried out systematically and consistently.

Commentary

Leadership

24. The headteacher leads by example. She has ensured an excellent ethos throughout the school. Staff and children are highly valued; expectations are very high; staff and children alike enjoy working in the school; all share clarity of vision and purpose; and, the atmosphere, ethos and morale are excellent.

25. Leadership is highly committed to inclusion. The school serves children from a wide variety of cultural and family backgrounds. The vast majority of children enter school not being able to speak English. A significant number of children have special educational and individual needs and a large proportion of children enter and leave the school at times other than the beginning and end of term. The structures and philosophy of the school ensures that all children have a high level of equality of access to all the school has to offer and that the needs of the individual within a very caring and moral society are paramount.

26. The leadership of important areas of the school's work by key staff is very good overall. The senior management team is large and represents all areas of the school. This is a very effective system resulting in a very 'corporate' feel to management with all managers sharing the school's aims and objectives. All staff are very supportive of senior managers and play a full and lively part in the running of the school.

Management

27. This is very good overall. As with leadership, one of the significant strengths of management is its ability to ensure that the school maintains a high level of efficiency, reviews progress, sets goals and evaluates standards, while maintaining the flexibility needed to continue to evolve.

28. Governors play an important part in the management of the school and a key role in shaping future direction. They have a good understanding of strengths and areas for development and are well informed about development and progress.

29. The continued professional development of staff, performance management and its use to bring about improvement, linked as it is to staff training, is excellent. School improvement is high on the agenda, based on very good collection of data, monitoring of progress, clear evaluation and setting targets based on high expectations of what can be achieved. The school development plan is a very good example of this with its targets clearly set and a very good understanding of current performance and what is needed to improve. All staff and governors play a part in the formation of the plan.

30. Financial and other resources are very well and efficiently managed in line with the overall aims of the school. The principles of best value are very well applied and are central to the management of the school, ensuring, as they do, that the school has a very clear view of its performance in relation to others, takes the views of others into account, and manages finances and resources accordingly to continually improve and raise standards. It is also linked to the impressive provision of new resources and facilities, the latest of which is the Arts Studio.

31. The school is very conscious of the need to ensure the health safety and welfare of its children. However, the procedures for ensuring that risk assessments are carried out systematically and consistently need improving. The school is aware of this issue.

32. The school has made good improvement since the last inspection. This has been brought about through the very good teamwork and relationships between senior managers, governors and staff. The leadership and management of the headteacher has resulted in a vibrant and exciting environment with many innovative features. Excellent examples of these are the excellent outdoor environment with its woodland walk and impressive variety of play and adventure facilities. The excellent and pioneering use of Tablet PCs, with the associated wireless networking, is a very good example of how the school is determined to provide the best available latest technology to enhance learning and provide its children with every possible opportunity.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	657 568	Balance from previous year	47 353
Total expenditure	582 777	Balance carried forward to the next	74 791
Expenditure per pupil	1 821		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING,

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision in the Foundation Stage, including the quality of teaching and learning, is **very good**. This is a large Foundation Stage, which includes 120 children who attend the Nursery on a part time basis and a single Reception class.

34. Most children begin school with standards of attainment, which are **very low**. Most of the children use their “home” languages and these are often not well developed. Many have had few experiences outside the home. However, they rapidly learn to socialise, to behave very well and take full advantage of all the school has to offer. There has been very good improvement since the previous inspection as the school continually strives to help children achieve their potential through support and challenge.

35. “Home” languages are highly valued and bilingual staff give invaluable assistance to both parents and children. As a result of the very good teaching and teamwork the children enter Year 1 with many improved skills. Nevertheless their attainment is still understandably **well below** the national expectations.

36. The Reception class is housed in an ageing and inappropriate mobile classroom. This complicates the organisation of teaching and the curriculum. However, very good leadership has resulted in very good organisation and very good progress overall. All groups of children achieve very well. There are plans to form a new Foundation Unit in 2004 within a newly built extension. This should improve the environment and accommodation.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of both teaching and learning are very good.
- Children’s achievement is very good.
- Relationships and behaviour are very good overall and are sometimes excellent in the Nursery.
- Children’s attitudes to learning are very good.

Commentary

37. The children begin school with very low levels of personal, social and emotional development. Most have had little experience of life outside the home and family environment. However, a gradual and supportive introduction to school results in settled children who are mostly confident and very keen to learn. The very good teaching and the bilingual skills of some staff impact positively on learning and very good achievement. By the time the children are five years old their levels of attainment have risen but are still below those expected for children of this age.

38. Relationships between staff and children are always very good and sometimes excellent. The atmosphere in classes is calm and very supportive. Children are confident enough to choose their own activities within a very positive environment of mutual respect. Staff have very good knowledge of the individual needs of the children. This results in planning for development and challenge. Children quickly learn to be independent in dressing and undressing, walking sensibly around the school and using equipment.

39. Parents are encouraged to become involved in their children’s learning and are individually greeted each day. Staff and parents exchange progress reports or advice and children observe the value placed on their home lives. At all times children are fully involved in their lessons and play. For

example in a Nursery music session, the children showed confidence and enthusiasm in singing and listened intently to their teacher's guitar playing. Children's attitude to learning is very good resulting in a growing confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning are very good.
- Bilingual skills of staff and volunteers are used very well.
- Achievement is very good.
- Sometimes there is insufficient organisation of the accommodation in the Reception class to offer high quality role-play provision.

Commentary

40. From a very low starting point in their use of English, children quickly learn to communicate and to access the curriculum in a second or third language. By the time they reach five years of age standards are still well below the expected nationally but they have achieved very well. Children are able to express ideas in simple terms, to begin to read and write and to develop their knowledge and understanding in all other areas.

41. The quality of teaching and learning are very good. All staff use every opportunity to develop the children's knowledge of English. Bilingual staff are very well used to developing "home" languages, alongside English. For example, a bilingual assistant very skilfully told stories using translations of several languages used within the class. This had the effect of holding the attention of the entire group in the Reception class and developing very good relationships.

42. Appropriate vocabulary is reinforced in other areas such as mathematical development or in physical education. In registration the children find their own name badges. Specific vocabulary is developed within knowledge and understanding of the world. Staff read to children on an individual or small group basis as they show interest: this has resulted in a real love of books.

43. Role-play areas are usually well used and staff play alongside the children to develop their language skills in context. There is insufficient organisation of the role-play areas in Reception. At times the class space can become cramped and overcrowded. This results in restricted opportunities for high quality role-play.

44. There are good resources for language development including a very popular Nursery library. Children take books home to share with their family or to enjoy on their own. This results in a growing familiarity with English text and with handling of books.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning are very good.
- Achievement is very good.

Commentary

45. Children begin school at very low levels of attainment in mathematical development. As a result of very good teaching the children very quickly learn about number, shape, measurement, patterns and the use of mathematics in problem solving. When they reach the age of 5 standards are still well below national expectations but a number of children do better than this, as the skills are not as reliant on knowledge of English. Teaching involves a variety of activities which take account of the different ways in which children learn. As with language, planning for the curriculum includes opportunities for mathematical development within all other areas of learning.

46. The development of mathematical language is well taught and bilingual staff help children to understand concepts and translate vocabulary when necessary. In a very good lesson in the Nursery, the group achieved very well because the especially well planned activity was interesting and fun. Staff have high expectations of both behaviour and achievement. As a result the children want to do well and to please their teacher.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching and learning are good.
- The outside environment offers a very good resource for the development of knowledge and understanding of the world.
- Achievement is very good.
- Cultural diversity is valued and celebrated.

Commentary

47. This area of learning relies heavily on the understanding of specific vocabulary, and on first hand experiences. Many children do not have these experiences and they also need to understand them in more than one language. Good teaching and the opportunities provided to develop these experiences, result in very good learning.

48. The school has developed an exciting outdoor environment. This includes a woodland walk which offers opportunities for the children to use all their senses. They collect leaves, cones and seeds and use natural materials in their creative work. In a Reception class lesson good use was made of photographs and artefacts to develop knowledge of history. The teacher had high expectations and used questioning well. As a result the children achieved well.

49. The different cultures and languages spoken by the children are celebrated in the sharing of festivals. They learn about each other's faiths and show interest and respect for each other. Role-play offers opportunities to use their imagination and children dress up to take on different roles. They use the computers confidently and some Reception aged children are taught to use the Tablet PCs. This resource has challenged and extended the learning for some gifted and talented children and supported those with special educational needs.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning are good.
- Achievement is very good.
- There is very good provision of a wide range of interesting and adventurous resources.
- Standards of attainment are a little below those expected for children of this age.

Commentary

50. As a result of good teaching children achieve very well and attain standards that are just a little below those expected for children of this age. The school provides many opportunities for physical development and teachers enable children to take full advantage of these.

51. The Foundation Stage playground includes a large covered playzone and a well-used adventure climbing structure used for a variety of physical activities. Children regularly use the indoor soft play area where their confidence and independence are supported in the safe and exciting environment. Children with special educational needs are very well supported and, as a result, they quickly gain confidence and develop skills. The woodland walk gives children opportunities to walk in all seasons and to climb over the stiles or bridge and pass through gates.

52. Lessons in the hall are very well organised and the layout of exciting equipment offers challenges to all levels of ability and confidence. Children are aware of safety rules in all areas and are beginning to understand the effect of exercise on their bodies. For example in a good lesson for Reception children the teacher's high expectations of behaviour had a significant effect on the success of the lesson. Within classrooms children are given opportunities to develop fine motor skills through the use of tools and materials such as dough and clay.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Achievement is very good.

Commentary

53. Children begin school with very few experiences in this area of learning. They are given a variety of opportunities to use different media and to learn new skills. They begin to appreciate music and to listen and sing. As a result of good teaching children achieve very well and by the time they are in Year 1 they have many skills and can appreciate design and pattern from a number of cultures.

54. Children in the Nursery paint and use brushes with increasing confidence. Reception children mix colours with skill and carefully apply them to decorate their Elmer Elephants. Skills are carefully taught and children are encouraged to create and explore. For example children in the Reception class manipulated the clay for thumb pots well and found a variety of ways to form a ball and to make the indentation. In the Nursery role-play area staff join in as children 'make tea' or 'visit relatives in London'. Language is very well modelled by staff, ensuring that children have the vocabulary to develop their imaginative play.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- The quality of teaching and learning is good overall with some very good teaching in both Years 1 and 2.
- Writing initiatives and a flexible use of the National Literacy Strategy has had a positive impact on standards.
- Very good use is made of the Tablet PCs for specific groups of children in English.
- Better use could be made of home school reading records.
- There should be greater emphasis on developing comprehension skills in reading for higher attaining children.
- Leadership of the subject is good overall but the leader needs to be more aware of the standards and achievement in all the year groups.

Commentary

55. Standards of attainment have risen. Standards of attainment in reading at seven years of age are well below the national average in reading but are in line with those of similar schools and those in writing are below the national average but again are above those of similar schools. Pupils make very good progress and achieve very well. This is as a result of the good teaching and the positive effect of initiatives for improvement. As pupils start school at very low levels of literacy and with little or no English, teachers work very hard to help pupils to grasp this second, or sometimes even third, language very quickly. Pupils learn to speak, understand, read and write in English and to learn other subjects through English.

56. However, the school recognises that the pupils also lack experiences from which they can make meaning of what they read or write about. To cater for this need, extra support has been provided to fund a writing initiative in Year1. This involves drama or role-play and the use of senses to experience stories or texts. Children relate these to writing. For example, in a very good Year 1 lesson on writing instructions linked to Goldilocks and the three bears, the teacher and teaching assistant worked very well together as they prepared porridge for the three bears. Children organised the instructions for making the porridge and were taken on a walk "through the woods" (the woodland walk in the school grounds) whilst it cooled down. On their return they tasted the porridge and wrote the instructions. All work was clearly prepared for each ability group and this challenged the children to do their best. As a result they achieved very well.

57. Other initiatives include grouping children in Year 2 once a week according to their ability in spelling. This enables children to learn at their own speed in a fun and meaningful way. The school is committed to adapting teaching methods to the different ways in which children learn and to the specific needs of the diverse intake. Teachers have adapted the structure of the National Literacy Strategy to take account of the concentration required to listen in a second language. As a result activities are shortened, focused and varied and children achieve very well.

58. Tablet PCs are used, particularly by gifted and talented pupils, to develop their writing and their use of ICT skills within English. The teaching by the Headteacher is excellent and the children make rapid progress, well beyond expectation.

59. Speaking and listening skills improve rapidly because pupils all behave very well. There are high expectations of good behaviour in most classes and children's attitudes to learning are very good. They work well together and are very co-operative.

60. Children enjoy reading. They have weekly library sessions and take home their library and reading books. Overall, reading is improving. However, the home/school reading records need further development in order to encourage more involvement from home. Higher attaining children often read well but lack understanding and there should be a greater emphasis on the development of comprehension skills.

61. Leadership of the subject is good and the leader is very aware of strategies for Improvement. The impact of initiatives is monitored and improvements are tracked. Children enjoy occasional theatre trips and are annually visited by a poetry group. This has led to a high interest in poetry throughout the school and children enjoy reading and reciting poems. Targets for improvement are set and children are beginning to understand what they need to do to improve. However, the subject leader needs to become more aware of what is happening in Foundation Stage and to become more familiar with target setting for the end of Year 2.

Language and literacy across the curriculum

62. All staff focus on language and literacy as the most important area of learning within the school and ensure that children have the vocabulary and structures required for all subjects. There is very good use of well-trained bilingual assistants and other teaching assistants to help children develop their use of language and literacy in other subjects. For example, the regular provision for food technology makes a very good contribution to speaking and listening and reading. A bilingual assistant works with groups of six children from Reception to Year 2 to read recipes and cook items to take home.

63. In music lessons, children are given the correct vocabulary and are encouraged to listen carefully. In mathematics and in art and design children use words such as rotate and tessellate and experience these in their work. Children are encouraged to discuss and to read a variety of books. In religious education they are able to talk about different religions and festivals.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Children of all abilities achieve very well.
- Teaching is consistently good and often very good.
- Children enjoy mathematics and work hard in lessons.
- Leadership of the subject is very good.
- Children are not given sufficient opportunity to use ICT.
- Good use is made of numeracy within other subjects.

Commentary

64. Standards in the 2003 national tests in mathematics are below average when compared to all schools nationally, but better than those of similar schools. Standards seen during the inspection paint a similar picture to the most recent national test results. Nevertheless, pupils' achievement is very good when considering their low levels of attainment when they begin school. Most Year 2 children can competently add several coins of different denominations, for example to 51p. They can use appropriate methods for mentally adding 9, 10 and 11 to a number such as 44; while higher attaining children do likewise with larger numbers. The majority of children confidently and accurately distinguish odd and even numbers. Those who find learning difficult can also do so but rely upon the arrangement of physical objects to support their thinking. Almost all children are able to readily identify and recognise the properties of shapes such as pentagon and hexagon. Similarly, they correctly name three-dimensional shapes such as cone, cylinder, sphere and cube.

65. Teaching is always at least good and often very good. This results in children, including those who are very able and those who find learning difficult, making good and often very good gains in their learning. Major strengths in teaching include the very good teamwork between staff and the close matching of work to individual pupil need. All staff have high quality relationships with children and present mathematics in a positive climate of praise and encouragement where children are able to grow in confidence. For example, the number games used in several lessons both motivated and challenged children. Similarly, children's skills of exploration are successfully developed when, for example, in a Year 2 lesson, they were required to find different ways of making the total of 36p by using various combinations of coins. Such tasks help deepen pupils' knowledge and understanding of mathematics. There is scope for more of this investigative way of working.

66. Pupils' positive attitudes and very good behaviour reflect their enjoyment of mathematics, their keenness to learn, and their high regard for staff. Pupils take pride in their work and are eager to show what they have achieved. Their willingness to listen attentively and to work hard means that teachers are able to make full use of lesson time because disruptions are extremely rare. All these factors contribute significantly to the quality and rate of pupils' learning.

67. The subject is very well led. Clear knowledge is gained about where improvements are needed and effective action is taken, for example, in successfully tackling one of the key issues from the previous inspection, which was the need to increase the level of challenge demanded of higher attaining children. There has been good improvement since the previous inspection. The subject co-ordinator provides an appropriate role model for others through her very good quality teaching.

68. Children have insufficient opportunities to use computers to support their learning of mathematics. Whilst some appropriate use was observed in Year 1 lessons, the school recognises that there is scope for children to make far greater use of computers in mathematics.

Mathematics across the curriculum

69. Mathematics is used well within other subjects. For example, in food technology where children measure ingredients and in design and technology when children apply their knowledge of three-dimensional shapes when making 'firework rockets'. Another good example was seen in an English lesson based upon the story of Goldilocks and the Three Bears, when children were using timers to measure three minutes cooking time for porridge. There are similarly good examples of numeracy being applied in history, science and physical education. Such examples provide relevant contexts for mathematics and reinforce children learning.

SCIENCE

Provision in science is **very good**.

Main strengths

- Children achieve very well as a result of very good teaching.
- Standards have improved year on year and, from a very low starting point when they begin school, are just below national average at the end of Year 2.
- Teachers use a very good range of strategies in their teaching, for example for behaviour management.
- Very good teamwork between teachers and support staff is a major strength.
- There is good emphasis on the use of specific technical language.
- Relationships between adults and children are very good.

Commentary

70. Children achieve very well, making very good progress as they pass through the school. However, by the age of 7, standards are still below the national average, although they are above those of children in similar schools. Standards have improved markedly over recent years. There is no significant difference between the levels of attainment and the achievement of boys and girls or between those from different home backgrounds.

71. Work is well presented in almost all children's books and folders. Children write up investigations carefully and accurately and can make predictions about what they think will happen. In a Year 2 lesson, in which children were looking at electricity and circuits, there was a very good level of discussion with most children showing that they understood that different numbers of bulbs in a circuit will have an effect on the brightness of the bulb. Higher attaining children were able to make very clear links, hypothesising that two bulbs in the circuit will only shine half as brightly as one.

72. Teaching is very good overall. Lessons are well planned and teachers use a very good range of strategies to ensure lessons run smoothly and that children understand the lesson content. Teamwork between all staff is very good and is a significant factor in the good learning that occurs in lessons. All staff share in the very good classroom and pupil management that makes these lessons so successful and ensures that all children, whatever their individual needs, are full involved in the lesson. Those children, who, for a short while, struggle with concentration or whose behaviour is inappropriate, are quietly provided with alternative work until they are settled. The development of language, and especially scientific language, is a priority in all lessons and teachers skilfully encourage children to talk about what they have seen and to listen carefully when others are speaking. Very good relationships between adults and children are a key part of this ensuring that children are secure and want to answer questions and explain what they have been doing.

73. Co-ordination and management of science is very good. The co-ordinator has a very clear picture of standards and what needs to be done to raise them. She, together with the assessment co-ordinator, evaluated results from teacher assessment and identified areas to target in order to bring about improvement. This was successful last year and standards have risen as a result.

74. The school recognises a need to improve the use of ICT in science lessons as this is, as yet, underdeveloped. There is some good use of ICT, for example in a Year1/2 lesson, where children used a computer programme to place components in the correct order to build a working circuit which would light a bulb. There are very clear plans across the schools to further develop the use of ICT.

75. There has been a very good level of improvement since the last inspection and science is very secure in the school curriculum. Leadership and management of the subject are very good and children do a lot of investigative science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been considerable recent development in resources and some of these are now of an exceptionally high standard.
- There are examples of excellent teaching of ICT skills, especially with gifted and talented children.
- Standards are average for children of this age and for a significant number of children are above or even well above average.
- Leadership and management are determined to provide the highest quality children's access to the use of ICT.

- ICT is not yet consistently used in the a number of other subjects across the curriculum.

Example of outstanding practice

An outstanding example of the work done by gifted and talented children using Tablet PCs and Revelation Art software and a writing to text package.

Children demonstrated their exceptional skills in using the resource under the watchful and expert eye of the headteacher. They were able to flexibly manipulate the features to achieve a written piece of work to a high standard, lasso and change it to text, alter text size and font and demonstrate rapid, fluent use of the features such as highlight, select, save, save as, delete, backspace, insert using keyboard, pen and other features. Using Revelation Art these young children skilfully mixed paint, changed media with thought and exploration, used different thickness of line and variety of lines, used chalk, oil pastels, felt pen effects, spray and fill etc. with great skill and speed. Their rate of learning was exceptional and demonstrated the motivating and successful use of this resource. The group of gifted and talented children have been taught exceptionally well by the headteacher and as a result made tremendous and spectacular progress.

Commentary

76. By the end of the age of seven the majority of children's attainment level is average. This is a significant accomplishment considering the very low levels that they have when they enter the school. Children's achievement is very good.

77. Since the last inspection, resources for the subject have improved considerably and staff confidence and expertise has been developed through training. The improvement in resources has improved the use of ICT. The school is completely networked, including a wireless network, classrooms are all provided with computers, and a quantity of Tablet PCs have been provided. This latter initiative has proved to be spectacular in its impact, especially with the gifted and talented children that the school has identified. The phased use of the Tablet PCs throughout the school is an important and very significant initiative. The extremely inclusive nature of the school ensures that all children have equality of access to the use of ICT and that it is an integral part of their learning.

78. The headteacher has taken on a large measure of responsibility for the recent development of ICT. She, together with the two ICT co-ordinators, is determined that the use of ICT will play an ever-increasing part in all subjects and all aspects of teaching and learning and in raising standards. To this end there is a very clear and attainable improvement plan and the school has put new structures in place for technical advice and support. The carefully planned use of ICT is part of the far-reaching strategy to improve standards.

Information and communication technology across the curriculum

79. The use of ICT across the majority of subjects is developing well, but the use is not always as consistent as is needed to ensure that children attain the standards in all subjects that they might. However, there is very good, and even outstanding, use in many subjects of the curriculum, for example, these very young children do some spectacular work in ICT using art software and a variety of hardware, but especially the Tablet PCs.

80. One of the main difficulties that the school faces is the integration of the use of ICT in lesson introductions and in the strategies for numeracy and literacy. Although teachers use a flexible and imaginative approach to the strategies they are still restricted in the amount of time the children can use ICT as an integral part of the lesson. The school is aware of this issue.

HUMANITIES

81. During the time of the inspection no lessons were seen in both **geography** and **history**. However, inspectors looked at samples of children's work, talked with some children and discussed the subjects with teachers and the subject co-ordinator.

82. From this evidence it is clear that children have good access to the curriculum in humanities and that the requirements of the national curriculum are met. Both history and geography are taught as cross-curricular subjects and are also combined with other aspects of the curriculum. The immediate school environment and especially the woodland walk are very well used and form an integral part of lessons, especially in geography. This is augmented through a range of visits both in the vicinity and away from the school. The curriculum is very relevant to the diverse culture within the school.

83. Evidence from the survey of children's work shows that they achieve well, that they are developing a sense of time and place and, by the time they are in Year 2 they are becoming able to undertake developing geographical and historical enquiry. The school's emphasis on development of vocabulary allows children to express views on their environment and on the historical periods they have studied.

84. Teaching and learning in humanities is closely linked to literacy and supports the development of literacy skills. Teachers plan together to ensure that all aspects of both subjects are covered at the correct time and that the most is made of links with other subjects and the local environment. The co-ordination of humanities is good. The co-ordinator sees colleagues planning and has a good view of the coverage of the subject as well as the standards children attain.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The school provides a good programme of learning.
- Leadership is good.
- Procedures for recording children's progress needs tightening.

Commentary

85. Children's learning is good because they are well taught. This enables children to achieve well and reach the standards specified in the Locally Agreed Syllabus. For example, Year 2 children have a clear knowledge and understanding of the major features of the Muslim faith. They know, for instance, that Muslims face the east when praying. Children recognise similarities between some of the religious practices of different faiths; for example, they know and identify the celebrative aspects of Eid and Christmas. They can explain clearly what is meant by fasting and its importance to Muslims. It is clear that children are able to discuss various faiths without prejudice and with a level of understanding that is appropriate for their age.

86. The school's programme for learning in religious education is very well thought out. School assemblies are often the starting point for themes that are then further explored within class lessons. The close link between religious education and the school's provision for children's personal and social education helps children to place their knowledge of various faiths within a context of learning about such human attributes as being a good listener, sharing worries and respecting others' views and feelings. Thus religious education makes a very significant contribution to children's spiritual, social, moral and cultural development. Another very productive link that is made between religious education and design and technology, for example when children design and make Eid cards and when they make pictures that feature a 'moving' sun to depict the fasting period between sunset and sunrise.

87. Leadership of religious education is good. The co-ordinator took effective measures to boost the school's supply of religious education books, an issue raised at the previous inspection. She has

a clear view of what is happening in the subject throughout the school and is keen to share her knowledge and expertise amongst staff.

88. Class teachers have a sound knowledge of children's progress in learning but there is no formal approach to recording this information. The school needs to develop a simple and effective system to ensure that teaching progressively builds upon children's prior knowledge, understanding and skills in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Standards of attainment in **art and design** are mostly in line with expectations when the children reach seven years of age. As standards are very low when the children begin in the Nursery, this represents very good progress. However, it was not possible to make a judgement about teaching, learning or achievement as only one lesson was observed.

90. The school displays a wide variety of children's work using many different media and a variety of techniques. These include for example, collage, colour mixing, chalk, wax resist and printing. There are strong links made between art and design and other subjects such as curved stitching, tessellating and repeating patterns in mathematics and Rangoli and Mendhi patterns, in religious education. Children are able to use clay and make three-dimensional models or use weaving and sewing in their art and design work. The work of well-known artists is used as a stimulus for ideas or for techniques

91. Resources are good and include some interesting metal sculptures made from the debris of the fire many years ago. An exciting art program using ICT enables children from Nursery to produce very good work. Examples of Year 1 children's work show different ways to be creative. For example, their printed Rangoli patterns complements the collage work and use of ICT in art and design. The excellent mosaic 'Welcome' sign at the school entrance was produced by a group of gifted and talented children under the guidance of a professional artist and the 'Star' garden was designed from an Eid card.

92. Leadership of the subject is good. A good school collection of children's work enables teachers to check progress. Storage for sculpture is limited and storage for most artwork is very limited in the mobile classrooms. However there are detailed plans for an exciting new Arts Studio which will extend many art and design opportunities and solve storage problems.

93. Children achieve very well by reaching average standards in **design and technology**. They show appropriate ability to plan, make and suggest ways of improving their products, for example, Eid cards. Teachers successfully plan for work in design and technology to have relevant links with other subjects, such as literacy, numeracy, science and religious education. An excellent example of this is the food technology programme, which as well as enhancing children's literacy, numeracy, and social skills also provides very productive links with parents.

94. Leadership and management of this subject are good. The co-ordinator provides a very enthusiastic role model for colleagues and is keen to promote the subject further.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Achievement is very good.
- Very good use is made of resources.
- The curriculum reflects the cultural diversity of the school.

Commentary

95. Children begin school with very low standards of attainment and very little experience in music. Teaching and learning are generally good. As a result, children achieve very well and standards of attainment at seven years of age are generally a little below those expected nationally although some children achieve much better. The school recognises gifted and talented children and they are taught to play the recorder and to read music. Many staff have a good knowledge of music and some can play instruments. They use the outside environment to develop ideas for music and link music to puppetry, dance and drama. Music plays an important part in assemblies and children are encouraged to play in the orchestra and sing. As a result, children have a good sense of rhythm, are beginning to understand musical terminology and are improving their singing. In a good lesson for children in Year 1 the theme of fireworks inspired their performance when a variety of instruments were used well and there were good levels of challenge. As a result all children achieved well and enjoyed their lesson.

96. Children achieve very well because their behaviour is very good. They all listen very carefully, which is essential for achievement in music. Children show respect for all the resources, their teachers and each other. They are able to handle and put instruments away sensibly.

97. The school has a very wide range of musical instruments from around the world. Children use these often and learn about music from other lands. Their work with percussionists from the Philharmonia Orchestra and the Royal College of Music exposed them to live professional musicians and African music in particular. Many children still talk about the visits of the musicians and the concerts they were involved in. Their workshops have inspired teachers to develop lessons further. Children listen to a wide variety of musical CDs and develop their understanding of the range of music throughout the world.

98. Leadership of the subject is good. The subject leader is enthusiastic and is aware of strengths and weaknesses in the subject. All children are encouraged to join in with music lessons and assemblies and varied opportunities are organised for children to experience music.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children are very keen to learn and their behaviour is very good.
- The school enriches children's experience of physical education.
- Leadership and management are good.
- Coat hooks in the hall pose a threat to children's safety.

Commentary

99. In most lessons seen good teaching enabled children to learn well and to reach average standards of attainment. This represents good achievement when considering children's below average skills when they started the National Curriculum in Year 1. In games, Year 2 children show appropriate levels of skill in controlling a football. Most children are able to move along demanding arrangements of gymnastic equipment with confidence, safety and suitable levels of control, for example when jumping from a height. A significant minority though, have difficulty in landing properly. At such times, teachers need to give greater guidance to help children's development of skills. Lessons are thoroughly organised so that maximum use is made of the available time and resources. Very good teamwork between teachers and support staff ensures that the different needs of all children are met. This enables all children, including those who find learning difficult or are less confident, to achieve well. Equally, those who are talented games players are suitably challenged

and achieve well. The enthusiastic lead given by teachers, for example when introducing warm-up actions before gymnastic activity, helps to motivate children.

100. Children's very good and often excellent behaviour reflects their high level of interest and desire to learn new skills, such as dribbling a football. Teachers expect children to behave well and set out clear rules for children to follow. In return, children co-operate fully with staff and with each other. Children greatly enjoy the high challenge provided by very good quality gymnastic apparatus and the weekly privilege of entering Jungle Gym.

101. Children's learning is greatly enhanced by the provision made for swimming. All children benefit from the opportunity to learn to swim. This represents a significant financial commitment from the school that results in children gaining invaluable confidence and skill in water. Similarly, children and staff have improved their skills in football through the high expertise of a Sports Development Coach.

102. Leadership and management are good. The co-ordinator provides an enthusiastic lead for colleagues and has clear views about ways in which the subject can be improved for example, by planning to organise further training for all staff. Good improvement has been made since the previous inspection, for example, in developing teachers' knowledge of the subject.

103. Coat hooks fixed to the hall wall pose a potentially serious risk of injury to children, particularly when they are performing gymnastics on apparatus placed close by. The school should deal with this problem as a matter of urgency.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

104. Only a small amount of dedicated activity was seen in this important area although a number of circle time sessions were visited. Personal, social and health education permeates all school activities, and is **very good**.

105. This area is a very significant part of the schools work and a lot of effort is put into developing children's personal and social skills. A good programme of activities includes circle time, providing opportunities to share experiences with others and listen to what other children think, and through a range of personal, social and health education activities. 'Child of the week' and circle time are used to raise children's self esteem, confidence and develop citizenship.

106. Teachers use a good range of strategies during circle time. For example in a year 2 lesson children used puppets, which they had made from paper bags, with happy or sad faces, to prompt and support them when they explained to the rest of the class what the puppet would be feeling. In another class all children are involved on a weekly basis in discussing good and not so good features of the week and in devising a list of things they must do to improve.

107. With such a varied intake the school feels that it essential to develop children's responsibility, their independence and their self-esteem. To this end the school has clear structures and guidance for a rewards system which values individual effort and achievement, not only in response to lessons, answering questions etc. but when children help each other and contribute to the school community as a whole. The school ethos is very much centred on the school as a caring, valuing community and it is exceptionally successful in this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	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).