

INSPECTION REPORT

TRAFALGAR INFANT SCHOOL

Twickenham

LEA area: Richmond-upon-Thames

Unique reference number: 102901

Headteacher: Mrs L Thompson

Lead inspector: Mr M Carter

Dates of inspection: 5-8 July 2004

Inspection number: 264359

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
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	253
School address:	Trafalgar Infant School Meadway Twickenham Middlesex
Postcode:	TW2 6PY
Telephone number:	020 8894 5729
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Ward

Date of previous inspection: 5 October 1998

CHARACTERISTICS OF THE SCHOOL

The school serves suburban parts of Twickenham and about a fifth of the pupils come from a much wider area. The school's main building is being refurbished and all the classes are currently housed in a new *Private Finance Initiative* building, which will become an Early Years Centre in September 2004, and in some temporary classrooms. The school is popular and has won several awards including Investors in People, Artsmark (Silver), Basic Skills Quality Mark, Healthy schools Award and a School Achievement Award. The school accepts children from the beginning of the year in which they are five. Prior to this, nearly all the children have attended one of a very large number of pre-school settings available locally. The proportion of pupils who join or leave the school at other times is lower than is typical nationally. Socio-economic indicators for the immediate locality are generally above average and the proportion of pupils having a free school meal is below the national average. Nevertheless, the pupils come from a wide range of economic backgrounds. About a quarter of the pupils come from minority ethnic families, the largest group being from white, non-British backgrounds. Eleven pupils have additional language and cultural support and this is more than is typically found. However, very few are at the earliest stage of learning English as an additional language. There are 23 pupils with special educational needs; this is less than average. The proportion of pupils with a statement of special educational need is also below the national average. Many of these pupils have difficulties with learning literacy and numeracy. On entry to the school, the children's attainment is generally slightly above the national average. There are differences in attainment between the Reception classes because some contain older children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20714	Mr M Carter	Lead inspector	Foundation Stage, mathematics, music citizenship
11414	Mrs A Bennett	Lay inspector	
26232	Mr C Grove	Team inspector	English art and design design and technology physical education religious education English as an additional language
30000	Mr J Tresadern	Team inspector	Science information and communication technology geography history special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which promotes and achieves good standards. The very good leadership of the headteacher has promoted a range of improvements which have added to the school's effectiveness. Standards have risen and are now generally above average. The pupils' achieve well and the generally good teaching helps them to learn effectively and to have good attitudes and motivation. Weaknesses are relatively minor and pupils of all abilities and backgrounds usually make good progress. Staff and governors have worked effectively during a period of major accommodation changes incorporating a Private Finance Initiative. They have ensured that educational and care priorities have been enhanced. The school's finances are carefully overseen and the governors apply the principles of best value well. The costs for each pupil are a little below average and **the school provides good value for money.**

The school's main strengths and weaknesses are:

- standards in English and mathematics are good; in reading and science they are very good and are strengths of the school;
- the leadership of the headteacher is very good;
- the curriculum is enriched very well;
- the links with parents are very good and those with other schools and colleges are good;
- opportunities for learning through information and communication technology are not strong enough throughout the curriculum;
- checks on learning are not always used to provide consistently well-matched activities for the pupils;
- monitoring has not been sufficiently effective to assure that teaching is of consistent quality.

Since the previous inspection in 1998, the school has become more effective. Test results have risen at least in line with the national trend. Standards are generally higher than at the previous inspection. Standards in reading and science have improved significantly and those in writing, mathematics, music, religious education and physical education are also higher than previously. Leadership and management are now good and this has helped to improve the quality of teaching and learning. The key issues from the previous report have been tackled effectively although there are still some inconsistencies in teaching and checks on the curriculum which have not been eliminated. The new handwriting policy is implemented fully and has improved this aspect of writing. With improvements in several other aspects of the school's work, improvement overall is good.

STANDARDS ACHIEVED

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

The pupils' achievement is good and they generally do better than pupils in similar schools. In the Foundation Stage the children achieve well overall. In most of the nationally agreed areas of learning for this age group, they exceed the national goals for early learning by the end of the Reception year. In Year 2, test results and the inspection findings for the current pupils show that **standards are above the national average** and very good in reading and science. Test results and inspection findings show that standards in writing are weaker but are at least average overall. Girls' performance was generally better than that of boys' in the 2003 tests. Pupils with special educational needs and those for whom English is an additional language achieve well because of generally good support. The achievement of pupils of high capability is satisfactory and the school has plans for improvements in the provision made for them. Many lessons provide adequate challenge but in a small number it is insufficient. The pupils have **good attitudes** to school and to their learning. Overall, their **behaviour is good**. **Their moral, social and cultural development is good and their spiritual development is satisfactory**. Despite there being less unauthorised absence this year, attendance figures have fallen slightly; even so, attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. The pupils learn well because the teaching is generally effective and the methods engage the pupils in lively learning. In the Reception classes, all the teaching is of good or very good quality. In Years 1 and 2, teaching is more variable but good overall. Occasionally, assessments are not used enough to provide work which is appropriately matched to abilities, or misbehaviour is allowed to go unchecked. Nevertheless, teaching has improved well since the previous inspection. The curriculum is good overall. It is enriched very well with events, activities and extra-curricular opportunities. However, action to achieve curricular balance has not been rigorous enough in some subjects and this has led to opportunities for learning by using computers in other subjects being limited. Good provision is made for the pupils' care, guidance and support. There are very good induction¹ arrangements and ways to value pupils' views. Links with parents are very good and they are good with the community and other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. A range of improvements have helped to raise standards despite the difficulties involved in changing accommodation. This is mainly because of the very good leadership of the headteacher, who promotes very effective teamwork and good leadership by other senior staff. The governors have worked hard to maintain the school's provision and plan carefully for the future accommodation. There is effective investment in staff development and the recruitment and retention of teachers is very effective. Governors provide good vision and careful financial management. **Governance is good** and value for money has improved since the previous inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and recognise its effectiveness. There are no significant issues of criticism by parents, who are fully involved in the school's work in a variety of ways. Parents are very effectively informed about the school and their children's progress. The pupils' views are also very positive: they feel respected and their views are taken into

¹ Induction refers to the arrangements for receiving pupils who are new to the school, helping them settle into school and make friends.

account well, for example, through the school council. However, a significant minority feel that other children do not behave well. The inspection found that behaviour overall was good, although occasionally some lessons are noisy.

IMPROVEMENTS NEEDED

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

- extend pupils' opportunities for learning through information and communication technology;
- strengthen the use of assessments and records in planning well matched learning;
- reduce inconsistencies in the quality of teaching through more rigorous checking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are good overall and have improved since the last inspection. They are very good in reading and science, good in mathematics and average in writing. The pupils' achievement is also good and they do better than those in many similar schools. Girls do better than boys in reading, writing and mathematics.

Main strengths and weaknesses

- Standards in the core subjects of English, mathematics and science are above average.
- Pupils achieve well throughout the school.
- The achievement of pupils with special educational needs and those with English as an additional language is good.
- Pupils' achievement in information and communication technology is satisfactory but is limited by features of the school's provision.

Commentary

1. Results in the 2003 national tests for reading were well above average. Early indications of the 2004 results show that more than half the pupils now read at a level above that expected nationally for their age. The thorough teaching of letter sounds and the support provided for reading throughout the school underpin the high standards in reading. Inspectors also found that the pupils have good attitudes to reading, which is a major strength of the school. The pupils' skills in speaking and listening are good. In most lessons, they are keen to answer questions and do so articulately. This is partly because many come from homes where good communication is valued and partly because all the pupils are often challenged by questions which prompt thoughtful and well-phrased answers.
2. In writing, the results of the 2003 national tests were average. Early indications from the 2004 tests show improvements with fewer pupils having low attainment, particularly boys, and the proportion having high attainment has risen slightly compared to 2003. This picture is reflected in the findings of inspectors which show average standards in writing. Realistic targets play an important part in raising standards and for writing many have been exceeded, indicating that the school is making good efforts to improve performance in writing. In mathematics, results of the 2003 tests were above average. The proportion of pupils with high attainment matched the national average and very few did not reach the nationally expected level. Indications of the 2004 tests suggest that pupils in each ability band have done better than in 2003. Inspection evidence also shows that standards are above average. The pupils are challenged at their level of understanding and lessons employ good methods to extend the pupils' learning. Teachers' assessments for science in 2003 showed above average standards. Pupils' skills and understanding of scientific processes were particularly strong. Inspectors found that the standards of the current pupils are well above average and standards in science are a significant strength of the school.

3. Standards have risen well since the last inspection. At the end of the last Reception year, most children had standards that were typical for their age nationally. Currently, a significant number of children exceed the national goals for early learning in communication, language and literacy; knowledge and understanding of the world; and personal, social and emotional development. Standards in mathematical and in physical development are average. Creative development was not a focus of the inspection and so judgements about standards are not made. Standards in Years 1 and 2 have risen and the results in national tests have at least kept pace with the national trend. In English, mathematics, science, music and religious education, standards are higher now than at the last inspection. This improvement has been particularly strong in science. In information and communication technology, standards are satisfactory and similar to those at the last inspection. The pupils achieve satisfactorily in this subject but the current provision is not strong enough to make improvements.
4. The attainment of the majority of children on entry to the school is typical for their age. However, the proportion of children who are more advanced than average is slightly higher than the national average but below that for the local education authority area. A wide range of capabilities is represented and children's pre-school experience is very varied. They come from up to 30 different settings. There are also variations between the children's attainment on entry in different areas of learning. For example, in communication, language and literacy and in knowledge and understanding of the world, attainment on entry is higher than the other areas of learning.
5. Girls and boys achieve equally well by the end of the Foundation Stage but in the Year 2 national tests in 2003, girls attained better than boys in English and mathematics. This pattern applies particularly to writing over the last five years. A number of strategies have been employed to address these issues and the provision of reading material and writing tasks likely to interest boys is being effective.
6. The children make generally good progress through the Reception year because of the good teaching. In most lessons the children make good efforts, extend their learning and achieve well. Overall, achievement in the Foundation Stage is good. Throughout the school, pupils of high capability are challenged well and most parents agree that the pupils have to work hard. When comparing national test results with those for similar schools, the results are well above average in reading, average in writing, above average mathematics and well above average in science. The proportion of pupils having high attainment is rising and very few pupils do not now achieve the expected standards for their age. Overall, achievement is good.
7. The majority of pupils with special educational needs make progress at a rate which allows them to achieve standards at national expectations and pupils move to different stages of the Code of Practice or off the special educational needs register, as appropriate. Pupils with special educational needs achieve well by the end of Year 2.
8. The school has identified pupils that it considers to be gifted and talented but no formal register exists and these pupils are taught as part of the provisions made for higher attaining pupils. The school is anxious to ensure that the identification and provision for gifted and talented pupils are of high quality. To achieve this, the co-ordinator is currently attending a course of training to help the school identify gifted and talented pupils across all subjects of the curriculum and to meet their needs through appropriate teaching.

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

Standards in:	School results	National results
reading	17.5 (18.2)	15.7 (15.8)
writing	15.0 (14.6)	14.6 (14.4)
mathematics	16.9 (17.1)	16.3 (16.5)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

9. The school has a higher than average percentage of pupils for whom English is an additional language. These pupils are achieving as well as others. In comparison with other pupils in the same year groups, their achievement in English is good, and in mathematics it is very good, as a result of effective teaching and the school's good care for pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **satisfactory**. Their attitudes and behaviour are **good**. Other aspects of pupils' personal development and their moral, social and cultural development are **good**.

Main strengths and weaknesses

- Pupils' behaviour and attitudes to school and to their learning are good.
- The school provides well for pupils' moral, social and cultural development.
- The school council has a positive impact.
- Occasionally, inattentive behaviour is not managed well enough.
- Unauthorised absence has been reduced, but registers are not checked rigorously enough.

Commentary

10. Pupils' attitudes and behaviour are good overall. Outside the buildings, pupils behave amicably towards one another. They play well on the standing equipment and use gymnastics equipment, such as hoops, which they borrow from the store during playtimes and lunchtime. Good use is also made of the school's *friendship bench*, and of *playground buddies*. These represent good provision, which is effective in promoting the pupils' social development. At the end of break periods, pupils form lines and are led back into school in a calm and orderly way by their class teachers.

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
186	1	0
24	0	0
2	0	0
3	0	0
5	0	0
9	0	0
8	0	0
1	0	0
3	0	0
4	0	0
1	0	0
2	0	0
1	0	0
3	0	0
1	0	0

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

11. Behaviour in lessons is good. Most pupils are attentive to their teachers, other adults and each other, so that classrooms have a good atmosphere for learning. Teachers have high

expectations of the pupils' behaviour, and most pupils respond well. Occasionally, however, a few pupils are inappropriately talkative or inattentive. Most teachers manage such weak behaviour effectively, but behaviour management is not sufficiently consistent overall, with the result that the planned progress of a lesson is occasionally inhibited. However, the number of exclusions in the past year is very low.

12. Pupils demonstrate positive attitudes to, and enthusiasm for, school. They find lessons interesting. Pupils say that teachers listen well to what they have to say and that they are fairly treated. Most of them see other pupils as friendly. The great majority of pupils say that there is an adult in the school in whom they could confide. The positive approaches which teachers adopt, and the caring relationships they develop, do much to foster high self-esteem. The school promotes racial harmony well, and there is a lack of harassment.
13. The level of unauthorised absence has been halved in the current academic year, as a result of the school's action and the support of the education welfare service. However, attendance overall in this year is slightly worse than last, when it was broadly in line with other schools nationally. The trend over the last two years is slightly downwards against the national rising picture. Improvements to the attendance of a very small number of families are in hand. However, registers are not checked carefully enough to eliminate any inaccuracies. A few pupils arrive late each day but, overall, punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	94.5	School data	0.6
National data	94.2	National data	0.4

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

14. Pupils' personal development, including their moral, social and cultural development, is good. Spiritual development is satisfactory. There are good links between spirituality and the teaching of religious education. For example, Year 2 pupils have good opportunities to consider their own ideas of God and to compare them with those of Islam. Music is widely used in the school to create a positive atmosphere, for example, as pupils enter and leave assemblies, and when they are involved in group work in classrooms. However, some opportunities are missed to promote pupils' spiritual development. Classroom discussion involving issues of right and wrong are widely used as a way of promoting pupils' moral development. More specifically, discussion of stories in English and religious education lessons provides a good context for such work.
15. Opportunities for social development are also good. The use of *response partners* in lessons encourages good social relations. The school council represents good provision. Pupils value the council and believe that the school listens to their ideas for improvements, for example the *friendship bench* in the playground, and the principle of *playground buddies*. Cultural development is fostered well through the curriculum. For example, an art and design lesson in Year 2 provided a good opportunity to discuss children's illustrators. Religious education lessons provide a good understanding of other religious and cultures, including Islam and Judaism. In addition, the school holds an *Inclusion Week* each year, which involves visits to the school by people from a range of cultural backgrounds.

16. The attitudes and behaviour of children in the Reception classes is good. The outdoor provision for these children is of a high standard and promotes a good degree of social interaction and many opportunities for children to enjoy play and work closely together. While they quickly learn to listen to each other and to co-operate, the youngest find agreement and collaboration harder. Nevertheless, they make good progress achieving well in their personal development. Disagreements and emotional upsets are rare.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good and has improved significantly since the last inspection. The curriculum is good with very good opportunities for enrichment. Pupils' care, welfare, health and safety are good and there are very good methods for seeking out and acting upon their views. Links with parents are very good.

Teaching and learning

Teaching and learning are good overall, with two thirds of the teaching being good or better. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching has improved since the last inspection and is much more effective.
- Teaching in the Foundation Stage is consistently good with a fifth that is very good.
- In a few lessons, behaviour management is not effective enough and slows the pace of learning.
- Class assistants are briefed well and support the learning of groups of pupils effectively.
- Occasionally, checks and records of past learning are not used enough to plan well-matched work for all ability groups.

Commentary

17. Two thirds of the teaching is good or better and promotes the pupils' good achievement. Extensive professional development, including performance management strategies, has increased teachers' skills and knowledge. Consequently, teachers' command of the subjects taught and the effectiveness of the methods used is good overall and often very good. In Years 1 and 2, over half the lessons seen were of good or better quality. Teaching in the lessons seen was best in the Foundation Stage where all the lessons were good or very good. The overall profile of teaching has improved significantly since the last inspection and is better than the latest national picture. However, there are still some inconsistencies in the teaching.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (23%)	17 (43%)	12 (30%)	1 (2.5%)	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.

18. A notable feature is the way in which most teaching challenges pupils of all ability groups. Teachers do this by planning lessons in which pupils have different tasks according to their capability; asking questions that require pupils to reflect and explain their answers and by extending pupils' knowledge and understanding within discussions in small groups. Teachers also use other strategies to help pupils to think more clearly such as alertness exercises. Taken together these strategies are helping to raise the pupils' capacity for learning and to remember what they have been taught. Nevertheless, in a small number of lessons higher attaining pupils were insufficiently challenged. This was

usually because teachers were not clear enough about what the pupils already know and can do, having taken insufficient account of past checks and records.

19. Assessment systems are in place for all subjects and in English, mathematics and science they are rigorous and effective. Occasionally, they are not used sufficiently to plan well-matched work for all the pupils and this is a weakness. However, the progress of each pupil is tracked and individual targets are set firstly from the initial assessment made on entry and later revised in the light of progress made. These targets act as an incentive for teachers and their pupils although later amendments are in some cases not rigorous enough.
20. The teaching of basic skills is good. The pupils learn effectively the sounds of letters and groups of letters at an early stage and this supports the very good reading standards. Year 2 pupils apply their knowledge of combinations of numbers well and, for their age, they have a clear understanding of scientific methods. Well planned and sequenced learning of skills helps the pupils to make further gains in their knowledge and understanding. Learning is generally good throughout the school and it is well supported by enthusiastic teaching and a curriculum that is enriched well. The pupils feel that they are learning well and that they are encouraged to work hard. This view is generally echoed by parents. Information and communication technology is underused in supporting learning in other subjects and the school is rightly keen to improve this.
21. Unsatisfactory teaching is now very rare but where it does occur it is because of weak class management. In about one lesson in five, the pupils' behaviour was not managed effectively enough and this slowed learning in a few lessons in Years 1 and 2. However, only in one lesson was this sufficient to reduce learning significantly.
22. Class assistants are usually briefed well and are often used to help record pupils' learning and approaches to their tasks. There has been effective training for assistants who frequently teach small groups as well as take on a range of other duties. In the small computer suite, the teaching of information and communication technology is often carried out by assistants and the degree of detailed liaison with the class teacher planning the lessons is not sufficient to maximise progress.
23. Teachers and teaching assistants provide good learning experiences for pupils with special educational needs when working in whole class, individual and withdrawal group situations. The needs of pupils with special educational needs are particularly well met when teaching assistants are able to support the class teacher or to work with individuals and small groups. For example, the close support of a teaching assistant in a discussion lesson enabled a pupil with speaking and listening difficulties to make spoken contributions that were fuller than those of any other pupil. This was achieved because the teaching assistant used her skills to ensure that the pupil followed what others were saying and the purpose of the activity. As a result, when his turn came he had the confidence and the motivation to make his very good contribution. Teachers include pupils with special educational needs well in all lessons. They monitor the pupils' attainment closely and pass weekly reports to the co-ordinator. Currently, however, procedures do not include the tracking of the rate of progress of individual pupils against National Curriculum levels. The teaching of pupils for whom English is an additional language is generally good and there were some very good examples of such pupils being drawn into discussion and given good examples of speech patterns. These pupils are also supported well by assistants and other pupils.

The curriculum

Curriculum provision is good. The curriculum is very well enriched with many activities and events as well as extra-curricular opportunities. The curriculum is good in the Foundation Stage and its balance is satisfactory for Years 1 and 2, although this is not checked robustly. Accommodation and resources are very good in the Foundation Stage and they are good for Years 1 and 2.

Main strengths and weaknesses:

- Equality of access and opportunity and pupils' personal development are promoted well.
- Opportunities for enrichment are very good, extending pupils' learning well.
- Resources and accommodation are very good for the Reception classes and good in Year 1. The accommodation for Year 2 is temporary and adequate.
- A significant amount of the teaching time allocated to information and communication technology is not identified in the timetable.

Commentary:

24. The curriculum takes full account of latest guidance and meets statutory requirements for all subjects including religious education and collective worship. The curriculum is partly taught through topics to which all subjects contribute. For information and communication technology, however, while the medium-term plans show the proposed subject content and progression, timetables do not clearly identify where and for what amount of time it will be taught. This makes it difficult to evaluate its place within the overall balance of the curriculum.
25. The school operates a good level of inclusion, monitors the progress of a wide range of groups of pupils and uses the information appropriately. The school also promotes equal opportunities well, for example, by encouraging boys and girls to participate in all activities. Personal, social, health and citizenship education, including sex education and drugs education, is well developed across the curriculum and is also taught through discussion sessions, assemblies and the proceedings of the school council. Useful links with other schools have been established through the *Healthy Schools Project*. Pupils are well prepared for moving to new classes and into the junior school, with which there is close cooperation.
26. Most pupils for whom English is an additional language are not at an early stage of learning the language. When necessary, those pupils who are at an early stage of acquiring English are provided with further support so that they are effectively included. Other pupils who are at a more advanced stage of acquiring English are also effectively included.
27. Those with special educational needs experience a curriculum that is essentially the same as other pupils. Support programmes are used effectively to meet the individual needs of pupils when they are withdrawn from lessons. Generally their work is related to that of the whole class. Care is taken to ensure that pupils do not miss significant amounts of the same subjects each week. Individual education plans are prepared for all pupils by the co-ordinator with clear, short-term targets and matching strategies.

28. The school provides very good opportunities for learning outside the school day. Well-attended clubs include choir, music through computers, art, computers, French, Spanish, recorder, karate and spelling. Sport is actively encouraged and pupils participate in football, tennis and athletics, together with gymnastics and dancing. The school has taken a lead in developing competitive sports with other infant schools because nothing was previously planned for infant pupils.
29. Accommodation and resources for the Foundation Stage are very good with a purpose built Early Years Centre and very well equipped outdoor provision including safe surfaces and a conservation area. Accommodation and resources for Years 1 and 2 are good overall, although the current Year 2 temporary classrooms represent satisfactory accommodation. Difficulties due to the small size of the computer suite are likely to be resolved when the pupils move to their new site. Teachers and teaching assistants are well qualified and experienced to meet the demands of the curriculum effectively.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. Pupils are well known by all the staff and receive good support and guidance. The way that the school council works is particularly good for pupils of this age. There are very good arrangements made when pupils start school.

Main strengths and weaknesses

- Very good arrangements are made for pupils starting school.
- Arrangements are thorough and effective for the health, safety and welfare of pupils.
- Through the school council, the pupils are offered very good involvement in school developments.

Commentary

30. Parents agree that the arrangements made when their child starts school are very good. Home visits conducted as part of this process allow members of staff at the school to have a good understanding of their pupils from the beginning. The members of staff work together well to make sure pupils are cared for throughout the school day. Injured or upset pupils are treated sensitively, and are offered first aid, comfort, and kindness.
31. The school takes good care of its pupils' safety. The headteacher makes sure that members of staff receive training in child protection matters, and maintains close links with relevant support agencies. Governors are actively involved in monitoring health and safety and do so thoroughly and effectively. Pupils are encouraged to develop a healthy lifestyle, as demonstrated in the recent healthy schools' award, through exercise, the walking bus, fruit at break time, and prevention of dehydration by ready access to water throughout the day. Personal, social, health education and citizenship lessons are also used to teach aspects of personal safety.
32. There are very good separate play areas for older and younger pupils, which are well equipped and supervised. Trees have already been planted to provide shade for the youngest pupils. Lunchtime supervisors meet with the headteacher each month for training, and this is good practice.
33. Pupils are happy in school and say that they are expected to work hard, and that their teachers will help them if they are stuck. Almost all agree that they could find an adult to talk to if they were worried. Teachers provide plenty of group targets to help pupils improve their work, but there are fewer individual targets, derived from assessment data. The school council, which meets every two weeks, is unusually effective for pupils of this age. They are raising issues and learning to make decisions affecting their school day.
34. The progress of pupils with special educational needs is supported well through the monitoring of the teachers' weekly reports by the co-ordinator. Reviews are held at least twice a year, involving parents, class teacher and the co-ordinator. Reviews are held more frequently if necessary and three times a year for all pupils at School Action Plus and for those with statements. Parents are kept very well informed about the progress of pupils and have excellent access to teachers and the co-ordinator. Care is taken to see that pupils understand and accept their targets. Teaching assistants are well qualified and make good use of support materials to help pupils. The use of information and communication technology is limited but is currently being developed and extended by the co-ordinator. The governor for special educational needs is well informed and supports the school well.

Partnership with parents, other schools and the community

Parents are very supportive of the school and have confidence in its work. They are offered guidance in supporting their children at home. There are good links within the community and

the school is beginning to make good use of expertise from other schools to benefit pupils. This area of the school's work has developed well since the previous inspection.

Main strengths and weaknesses

- Parents are kept very well informed.
- Parents are very involved.
- A parents and teachers organisation provides excellent support for parents and the school.
- The school uses visitors from the community well.
- Induction arrangements for children starting school are very good and appreciated by parents.

Commentary

35. Parents like what the school does, and there was a very positive response to the pre-inspection questionnaire. As one parent wrote: *"We feel the school moves in a real partnership with families and there is a great sense of belonging and community. Emphasis is placed on social skills, sport and a healthy lifestyle and other important issues, like road safety, which should set him up for life."* Parents are confident that their child is happy in school, that teaching is good, and that the school is well led. The headteacher is approachable, and good at resolving parents' concerns. They are pleased with the wide range of enjoyable clubs and activities provided, which is unusually good for pupils of this age.
36. The parent teacher association is particularly effective, because its support is wide-ranging. It raises large sums of money for the school, runs a bookshop and uniform shop, and also provides crèche facilities for parents who want to help in school. The class representatives meet regularly with the headteacher, and this keep a clear channel of communication for parents. Parents' questionnaires are routinely used and changes that result are reported back to them.
37. The school provides parents with a very good range of written communication. These are just what parents need to play their part. Weekly newsletters keep them up-to-date, and half-termly topic information provides ideas on how to help at home. The very good new style annual reports are thorough and useful. This is because they give parents an all-round picture of how their child is getting on in school, how they are achieving compared with expectations for their age, and some targets for improvement.
38. There are good links with the local community. The school has written to its neighbours to keep them informed during the building works. With parents' support the school has started a walking bus. An impressive range of visitors help pupils' learning, from a bee-keeper to an actor in role as *Samuel Pepys*, teaching road safety to the local Member of Parliament. Pupils use community facilities, for example, for swimming, and the school is actively involved in the local group of early years providers, now that one site is being developed with a nursery as an Early Years Centre. The school has initiated a support group for classroom assistants.
39. There are good educational links with other schools and colleges. The strong and effective links with two local colleges have provided eight student teachers this year, and led to successful staff appointments. Pupils from a local secondary school support the development of physical education through coaching rugby and providing dance

workshops. Good, well-planned transfer arrangements to the junior school, with regular visits and a buddy system mean that Year 2 pupils feel confident about their next move.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher is **very good**, and the management and governance of the school are **good**.

Main strengths and weaknesses

- The school is very well led and managed by the headteacher.
- The members of staff are committed and well motivated.
- Strategic planning is good overall but some plans for the development of writing and information and communication technology are not focused clearly enough on improving pupils' standards.
- Checks on teaching have played a good part in improving its quality but there are still some inconsistencies.
- Performance management arrangements are very effective in promoting professional development.
- The recruitment and retention of staff is very effective.

Commentary

40. The leadership of the headteacher is very good and that of other key staff is good. Through her high ideals and strong commitment, the headteacher inspires and motivates staff very well and provides a very clear vision for the development of an extended school and early years centre. The intention now is to develop improved links with local authority health and social services departments and with other agencies, to improve further the service for parents, pupils and the wider community in order to build on the school's already inclusive ethos.
41. The school's approach to strategic planning is good and staff and governors have opportunities to contribute effectively to its construction. The school improvement plan is closely related to the priorities of the local authority's education development plan, which sometimes take precedence over the school's own ambitions and goals. Improvement plans for the Foundation Stage and for learning and teaching are well judged in that they target improvements, which reflect the stage of current developments. However, the subject plan for English does not sufficiently target further improvement to pupils' standards of writing.
42. The headteacher and other staff provide effective leadership of the curriculum and of teaching. The headteacher values a broad and balanced curriculum. Accordingly, there is integration of some subject teaching, for instance a Year 1 lesson in religious education also provided opportunities for handwriting practice. Furthermore, the role of learning and teaching co-ordinator has been created with the aim of supporting a broader view of curriculum planning. However, more could be done to provide leadership in relation to raising standards in writing and information and communication technology.
43. The overall management of the school is effective. A number of internal and external sources are used to good effect by the school to evaluate itself, which include the analysis of performance data and checking pupils' work and the quality of teaching. The

school now needs stronger analysis of the implications of self-evaluation for the improvement of pupils' standards. For example, the school is aware that the improvement targets for individual pupils are not being consistently set and reviewed, but has not yet taken sufficient action to remedy this situation.

44. Performance management arrangements are carried out very effectively by the headteacher for teaching staff, and by the deputy headteacher for teaching assistants. Performance management is seen as closely related to continuing professional development in that the process is used to identify training needs. In this way, members of staff are given a reasonable control over the improvement of their professional skills. Newly qualified teachers are well supported by the school mentor and by more experienced staff, and the school funds release time for a member of staff in her second year of teaching. The school has taken seriously the opportunities to relieve teachers of unnecessary responsibilities, for example, by developing the management functions of office staff. The strong relationships with initial teacher training institutions have been used several times to very good advantage to recruit former student teachers to the staff of the school.
45. Most of the governors are new to the role since the last inspection and have had a good degree of training. Relationships with the headteacher and staff are good and the governors provide a strong overview using the good information they receive, both from the school and other sources. Governors often visit the school and play various roles, for example, in showing new parents around. Governors have worked hard to oversee the *Private Finance Initiative* and maintained a constructive relationship with the appointed company, which includes a company official as a co-opted governor. There is a good range of expertise amongst the governing body and this is used well, for example, in providing a good level of strategies to promote best value. Governors visit lessons and gain a satisfactory view of the detailed strengths and weaknesses of the school. With this they are able to challenge and support the staff and help provide vision for the future. The school's finances are carefully managed and run. Issues raised in the last external report have been dealt with and secure measures are in place for full financial propriety. Unspent finances are appropriately allocated.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	636,119
Total expenditure	627,638
Expenditure per pupil	2,717

Balances (£)	
Balance from previous year	65,369
Balance carried forward to the next	73,850

46. The high commitment of members of staff, as well as the very good leadership of the headteacher, underpins efforts to raise achievement. Staff and governors have worked hard to sustain improvements through periods of planning and moving sites. Overall, there has been good improvement to the leadership, management and governance of the school since the last inspection and the school now provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

47. Children enter one of the Reception classes at the beginning of the year in which they are five. Since last September they are housed in a new building, which is very well appointed and resourced for the age group and is due to become an Early Years Centre soon. Facilities for learning outdoors are much improved since the last inspection. There are three Reception classes. The standards vary from one class to another because the three classes are formed from children of different ages within the year. Nevertheless, the overall attainment of children on entry to the Reception year is a little above what is typical nationally but a little below the average of other local schools. Since the last inspection, standards by the end of Reception, have improved in several areas despite greater variation in the attainment on entry.
48. Teaching is good and the pupils are given a good start to schooling; they achieve well and often exceed the Early Learning Goals, before joining Year 1. Although there are some 30 pre-school settings, which the children attend before starting school, induction procedures are very good and valued highly by parents. The school is inviting and presents a picture of lively engagement by children and their parents in a range of activities. The children's progress is recorded in each area of learning and these procedures are good providing some early targets for their later attainment. The co-ordinator for the Reception classes is an influential leader and has built a good team providing consistent quality of provision for the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- There is a good range of activities that encourage the children to be sociable and play together.
- The outdoor facilities are good and promote learning in this area well.
- Adults offer good care and attention to individual pupils' emotional needs.
- Pupils listen and talk well but find agreement harder to gain.

Commentary

49. The pupils come from a very wide range of pre-school settings and have a wide range of different experiences. They make good progress and achieve well and, by the end of the Reception year, standards are above average and better than at the last inspection. Most pupils are confident to talk to adults and can explain what they are doing. They are happy and secure and play alongside others amicably. Induction to school is very successful and parents are pleased with the start in school. The children are well acquainted with the school's practices and follow them well. Many of the self-chosen activities involve working with other pupils and they do this generally well although some find it hard to agree to others' ideas. The teaching is good and adults provide a good degree of care and attention to individual children's needs, especially those who have less self-esteem or some other problems. The children also use opportunities to play alone and can make

sensible choices about what to do. Outdoor facilities are particularly good at engaging pupils in activities for good lengths of time. A good number of extra activities are provided outside the school day and these support the children's personal development well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**. Standards are above average and the children achieve well particularly in their phonic awareness.

Main strengths and weaknesses:

- Teaching is good and particularly helps pupils to gain knowledge of phonics.
- Teaching in focus groups is good and well planned with good match and relevance.
- Members of staff are good at helping children to extend speaking and listening skills but parent helpers have sometimes had too little training in this.
- The learning from some self-chosen activities is not always maximised.

Commentary

50. Children are keen to learn and the good teaching quickly helps them gain confidence in talking, in acquiring good phonic knowledge, a desire to read and a good start to writing that includes joined letter formation by many. By the end of the Reception year, nearly all the children attain the national goals for early learning and a good number exceed these and are learning at the first and even second levels of the National Curriculum. This is an improvement since the last inspection. In one lesson, most of the children were able to sound out the letters of simple three-letter words and several could identify four letter words. This provided a good challenge to the pupils' knowledge of the sounds that some pairs of letters make. Many children could also think of rhymes quickly and enjoyed this. A majority of pupils have skills in reading that are beyond those typical of the age group.
51. The key to the pupils' good progress and standards is the good quality of teaching, particularly when the children are taught in small groups. The skilled teaching of letters and their sounds has helped the children to start reading early. Members of staff are also skilled at supporting the learning of language whatever the activity. Other voluntary helpers make a significant contribution, for example, by helping groups of pupils to cook cakes but have had little training in extending children's communication skills. On entry to the school, many children are ready to start writing and careful teaching helps them quickly gain skills. From the earliest point, the children are encouraged to join the letters they write and this policy is effective because teachers are flexible in its implementation. Members of staff teach groups of children such skills, accurately matching the tasks to the pupils' capabilities and recording their learning to help plan the next session. There are also self-chosen activities which cover a range of interests, are regularly available and some are connected with other learning promoted in the class. Occasionally, these tasks are not sufficiently challenging or limited in their possibilities. Here, adult support is insufficient to help children make the most of such opportunities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Good methods are used to engage the pupils and help them learn quickly.
- Members of staff have a good knowledge of the children's needs.

Commentary

52. On entry the children have a wide range of attainment, which is barely average overall. They achieve well and, by the end of the Reception year, standards are satisfactory. This is similar to the last inspection. Most children attain the early learning goals. In a lesson about two-dimensional shapes, the children were taught the correct names and many could identify the difference between them and three-dimensional shapes. Their knowledge of numbers is secure with most recognising those to 10. In their written work, more capable children show they can count in 10s to 100 while less capable children can take 5 away from 10 but often write numbers incorrectly. A computer program was used by two pupils. Although relevant to the lesson, they found it too challenging to use without help and floundered. In self-chosen activities, the children do not always use the materials provided to reinforce their learning. The discussion part of lessons helps them to reinforce what they have been taught. Teaching is generally good and is characterised by very clear instructions and correct use of mathematical words.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- There is a wide range of activities that introduce children to many aspects of this area of learning.
- Computer activities do not always enhance the children's learning sufficiently.

Commentary

53. Children progress well because of the good provision and many exceed the Early Learning Goals by the end of the Reception year. This is an improvement since the last inspection. Achievement is good because the children show interest and the teaching is good. Teachers use the correct terminology from the start. For example in a lesson about *what happens when you put things in water* the children were introduced to words such as *predict* and *observe*. A pupil at the early stages of learning spoken English learned these words and confidently used them in discussion. Most pupils can operate the computer, capably moving the mouse. However, the children do not always have enough knowledge of the programs they are using. Teacher led activities are often very well planned but the self-chosen activities do not always provide enough challenge. In the taught groups the level of discussion was high and extended the children's understanding and observation skills. This was enhanced by the teacher's skilful questioning.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- The outdoor facilities are good and provide many opportunities for physical development.
- Playtimes are very well organised to provide further activities for extending learning.
- Lessons are not always planned with well-matched activities for pupils of all abilities.

Commentary

54. The children progress satisfactorily and attain average standards. In the lesson seen, the teaching was good and the children extended their skills of throwing, catching, rolling and collecting a ball. Most children demonstrated a satisfactory ability in controlling their movements and in gaining skills, so that by the end of Reception they meet the early learning goals. From the beginning, the children are taught to handle tools and pencils correctly and how to join-up the letters in their attempts to write. This joining-up policy helps many children who are ready to write more quickly. Most children develop satisfactory skills when manipulating tools and using pencils and crayons. Teaching is satisfactory overall.

CREATIVE DEVELOPMENT

55. Judgements about the provision in creative development were not made because this area of learning was not a focus of the inspection. All aspects of the curriculum for this area of learning are planned and the pupils work suggests that many pupils reach good standards. There were examples of pupils successful mixing of primary colours of paint. Some pupils show careful observation in their drawings and produce good quality finished products. Some of the colouring is very neat. Self-chosen activities allow pupils many opportunities to create pictures and plans also include opportunities for the children to listen to, and make music.

SUBJECTS IN KEY STAGES 1

ENGLISH

Provision in English is good. Standards are above average in Year 2. Pupils' achievement in reading is very good, and their achievement in speaking and listening is good. Teaching is good, with some very good features. Standards in speaking and listening, reading and writing have all improved since the last inspection.

Main strengths and weaknesses

- English is very well led and managed.
- Teaching is good overall, and the best teaching is highly effective.
- Opportunities for some pupils to write more extensively, and for a wider range of purposes, are restricted.
- There is too little use of computers to support learning in English.

Commentary

56. In the 2003 National Curriculum tests in English in Year 2, pupils' results in reading were well above the national average and in writing they were average. In comparison with similar schools, reading results were very good and they were satisfactory in writing. The proportion of pupils achieving reading results above the expected level was high. In writing, the proportion was the same as most school. In recent years, girls' attainment in reading has been better than that of boys, but not significantly so. In writing, girls' attainment has been markedly better than that of boys. Over the last five years, reading results have generally been above average, and writing results about average. The 2004 results, which have yet to be validated nationally, show further improvements in reading and writing.
57. The achievement of pupils in English is good overall. In Year 2, most pupils achieve well in speaking and listening work. They often respond with assurance, make good contributions to discussions and show that they have good ideas when they answer questions. However, on occasions, a minority of pupils is inattentive during oral work, so that teachers have to regain their concentration or manage their behaviour. Pupils' overall attainment in reading is very good, and they achieve well. The reading of all pupils, including those who are lower attainers, is fluent and accurate, and in addition, more capable pupils read with good expression. The most able pupils in Year 2, and also in Year 1, are achieving very well, and have read widely, and discuss their reading with confidence and insight.

58. Pupils' achievement in writing in Year 2 is satisfactory overall. The quality of handwriting of most pupils is very good, and their spelling and punctuation are good. The written work of some able pupils is well presented and the content is well structured, using appropriate vocabulary to tell interesting and imaginative stories. Other pupils also present their work neatly for the most part. However, the tasks set for these pupils are often restricted to a limited range of purposes, and sometimes consist mainly of diary entries. Opportunities to practise writing at length are similarly restricted for many pupils. Those pupils who are learning English as an additional language, and those with special educational needs, achieve as well as other pupils in all aspects of English.
59. The overall quality of teaching and planning is good. Most teachers create an effective climate for learning that produces good motivation on the part of pupils, which in turn results in good achievement in lessons. Notable features of many lessons were teachers' careful use of language and good control of voice which together created a positive atmosphere, and led to effective speaking and listening work with pupils. Teachers provide good models of expressive reading, and demonstrate good understanding of the detail of the subject, for instance the qualities of good writing.
60. In the best teaching, very good management of pupils' behaviour focuses their concentration well and minimises interruption to the flow of the lesson; pupils' interest and attention are engaged and they are rewarded by praise and recognition. Where teaching is less effective, pupils' inattention slows the pace and direction of the lesson, which results in lower achievement. In only one lesson were pupils observed to be using computers to support learning in English. Pupils with special educational needs, and those for whom English is an additional language, make good progress because they are effectively included in lessons. Arrangements to set and review individual targets for pupils in reading and writing are not always consistent, although there are also occasional good examples. Pupils' work is marked regularly. In the best instances, pupils are also given advice about how they could improve their work, but this was limited to a few cases.
61. The leadership of English is very good and management is good. The co-ordinator is particularly well qualified and experienced. The school's policy for English provides a very strong base for the further development of English teaching. The role of the English co-ordinator is well developed, and includes checking of various sorts, including the analysis of data and of pupils' work, and observation of lessons. The co-ordinator acknowledges that pupils' writing standards are lower than their reading standards. She shows a good understanding of the ways in which writing standards can be raised further and has taken some action which has led to improvements in current national results. However, the subject action plan does not focus in sufficient depth on further improvements to pupils' writing.
62. When the school was last inspected, overall standards in English at Year 2 were judged to be average. Improvement is evident on the present inspection, so that overall standards are now above average. Pupils' speaking and listening have improved and are now above average. Further improvement in reading has led to standards which are well above average. Pupils' standards in writing have improved from below average to a stage where they are in line with the national average. Teaching and learning remain good. The leadership of English has improved further and is now very good.

63. Teachers recognise that effective use of language and literacy across the curriculum benefits other subjects and consolidates English skills. Accordingly, there is some linking of subjects. In a religious education lesson, Year 1 pupils also had opportunities to practise their handwriting, using material from the lesson. Similarly, Year 2 pupils had good opportunities to consider some of the conceptualisations of God in Islam and to discuss the meaning of these abstract ideas with their teacher.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards are good with nearly all the pupils attaining the expected level.
- Teaching is good often using good methods and challenging the pupils with questions requiring thoughtful answers.
- Learning is good because of the pupils' good attitudes and memory of what they have been taught.
- There is a little inconsistency in teachers' marking, behaviour management and consequently the evenness of pupils' progress.

Commentary

64. Standards are now good and have improved since the last inspection especially in the proportion of pupils attaining above the nationally expected level. The results of the national tests in 2003 showed there were very few pupils who did not reach the nationally expected standard. Early indications of the results for 2004 show that there is a good proportion who achieved high standards and this had risen significantly. Work in lessons and in the pupils' books, demonstrates that weaker aspects of the pupil's learning have been largely overcome and that standards are currently above average.
65. In lessons the pupils generally make good efforts and often remember well what they have been taught previously. For example, pupils in Year 1 used their memory of pairs of number making 20 to calculate $20p - 3p = 17p$ correctly. Most pupils in Year 2 know a good range of words suggesting the operation needed, for example, *take away, less than, difference, subtract*, etc. Pupils' past work shows generally good progress and the school's targets have been exceeded. While the pupils' backgrounds are supportive and the proportion with special educational needs is below average, attainment at the beginning of Year 1 is about average and pupils achieve well so that by the end of Year 2 standards are above average.
66. The quality of teaching is generally good and this is because the co-ordinator has identified weaknesses and provided further professional development. Teachers have a good knowledge of the subject and a particular strength is the way in which they use this knowledge to provide interesting contexts for the pupils' learning. They are also able to provide a good degree of challenge for pupils of different abilities. The pupils are often asked to use their learning to solve problems and think creatively about the subject. This is encouraged through questions that frequently require reflection and explanation in order to respond sufficiently. Occasionally, weak class management skills lead to insufficient learning in the one unsatisfactory lesson seen. Marking is satisfactory overall

with much that supports and challenges pupils to extend their learning but this is inconsistent. Consequently, on a minority of occasions, the challenge provided by the teacher is not sufficiently well related to the pupils' previous learning.

67. The co-ordinator's work has been quickly effective in a relatively short period of time. Co-ordination is good and the provision of staff development and enrichment activities for the subject have made further gains. The systems to check the pupils' attainments are both regular and effective, although day-by-day checks are not always used enough to plan the next work. However, teachers usually plan for the pupils to learn at different levels to accommodate their differing abilities. The school's *Maths Week*, aims to involve parents and the numeracy governor and to raise staff and pupils' awareness of how the subject can be used to support learning in other subjects.

Mathematics across the curriculum

68. Through such events as *Maths Week* and visits by teachers to other schools, members of staff have become aware of the ways in which mathematics can support learning in other subjects. While there is little work in the pupils' books on recording data and making graphs, graphs are provided in the contexts of other subjects. Overall this aspect is developing and currently is satisfactory.

SCIENCE

The provision for science is good.

Main strengths and weaknesses

- The co-ordinator provides good leadership and management, contributing to very good standards.
- Good quality teaching motivates the pupils and sets good levels of challenge to pupils of all abilities.
- Good use of practical activities is effective in developing pupils' scientific enquiry skills.
- Insufficient use is made of information and communication technology.

Commentary

69. Good co-ordination of the subject has helped to produce standards that are well above those found in all schools nationally in Year 2. These standards are better than those found at the time of the last inspection. The co-ordinator has supported teaching staff by providing good quality medium term plans and undertaking staff development following her attendance on courses and at meetings.
70. The quality of teaching is good. Although only one lesson was observed, the good quality teaching in this lesson matched the effective practice reflected in the pupils' work and in the school's test and assessment results. In the lesson observed, good planning and the very good subject knowledge of the teacher produced constant challenge for pupils of all abilities, together with very good reasoning and enthusiastic working by the whole class.
71. Practical activities give pupils good opportunities to make their own explorations of living things, materials and physical processes. Pupils engage well in observing, recording observations and their findings. Even Year 1 pupils understand the principle of fair testing and a significant number of pupils build this into the way they conduct their enquiry because as one pupil articulated, if they did not, *"It would not be fair and they would not know the real answer."*
72. The use of information and communication technology in science work is insufficient. The co-ordinator is aware of this deficiency and has already started to make improvements in resource provision. The problem of a lack of facilities for whole class access to computers is likely to be overcome when Years 1 and 2 move to the new school site in the very near future. Currently the moderation of pupils' work is limited, inhibiting the ongoing overview of standards from different ability groups and the comparison of standards between classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is unsatisfactory.

Main strengths and weaknesses

- Standards have been maintained despite the difficulties posed by school site moves.
- The work planned in some lessons does not match the needs of all the pupils.
- The resource base is deficient in some areas.

- Assessment procedures do not permit the tracking of individual pupils' progress.

Commentary

73. On the limited evidence available the standard of work is average in Year 2. This is the same as was found at the time of the last inspection. Standards have been maintained through a period of upheaval in the school which has hindered access to computers, supported by the efforts of the co-ordinator who has revised the medium term plans and trained teaching staff in the use of new equipment such as digital cameras and new software.
74. No overall judgement is possible on the quality of teaching. In the two small group lessons seen the pupils were initially given good support by the teaching assistant and parent helper in charge. They monitored the pupils well and gave clear instructions and good guidance resulting in the pupils working with enthusiasm and success in using the programs. The work planned for the lessons did not, however, offer sufficient challenge to all the pupils. Some became bored and requested more challenging tasks, but these were not available.
75. The resource base in relation to the number of computers available for whole class working is insufficient and the range of software is limited in some areas. The school is aware of this and the co-ordinator is currently engaged in acquiring new software to make up the deficiencies. The problem of whole class working is likely to be resolved in the very near future when the school moves to new premises where a computer suite containing 16 computers will be available.
76. While teachers currently monitor and record the attainment of pupils, there is no common assessment system in operation and procedures do not permit the tracking of individual progress. The co-ordinator is aware of this and is engaged in developing a system of assessment to address these issues.

Information and communication technology across the curriculum

77. The use of information and communication technology across the curriculum has been built into the medium term plans by the co-ordinator for specific pieces of work to develop the competencies of pupils in the subject within each of the school's study topics. It is not yet fully developed in its use as support for subject teaching across the curriculum and is therefore unsatisfactory.

HUMANITIES

78. **History** was not a focus of the inspection. Standards in history are average in Year 2 and have been maintained since the time of the last inspection. No judgement is possible on the quality of teaching or provision as no lessons were seen. The co-ordinator supports teachers with planning guidance and through imaginative staff development activities. For example the visit of a theatre group to promote the teaching of history of the Great Fire of London through drama and role-play was used both for staff development and as the basis for some good written work from Year 2 pupils. Good use is made of visits to local museums and pupils experience life at certain periods of time such as Victorian times by dressing up and living a 'Victorian Day'. The co-ordinator is aware that there is

insufficient use of information and communication technology in the subject and that the current assessment system does not permit the tracking of individual progress.

Religious education

Provision in religious education is **good**. Teaching is good. Standards are above average.

Main strengths and weaknesses

- The subject has a high profile and spiritual and moral aspects of the subject are emphasised, promoting respect for the religions studied.
- Stories and artefacts are used well to support the pupils' learning.
- The subject is well led and managed.
- The lack of assessment arrangements limits the capacity of the school to gauge standards.

Commentary

79. The achievement of pupils in Year 2 is satisfactory overall. They find mature ways to describe and talk about God and they show a good use of language during discussions. Year 1 pupils show that they are beginning to develop awareness of other religions and satisfactory knowledge of the Old Testament. When the school was last inspected, standards at Year 2 were average. Standards have now improved.
80. The quality of teaching is good. Teachers' have a good knowledge and understanding of the curriculum and they demonstrate skill and sensitivity in its teaching. They emphasise the spiritual and moral aspects of the subject well. Furthermore, art and design, and speaking and listening, are both used effectively to support learning. Behaviour management is occasionally less effective and minor inattention by a few pupils sometimes hampers the flow of the lesson.
81. The leadership and management of the subject are good. The co-ordinator is new to the role but has conducted an audit of the members of staff's knowledge and understanding, which has in turn led to professional development, including visits teachers to places of worship. The co-ordinator recognises that there are no whole-school assessment arrangements. This impairs the capacity of the school to gauge standards. There is effective enrichment of religious education through visitors and visits by pupils. Resource levels have improved and are now satisfactory.

Geography

The provision for Geography is satisfactory.

Main strengths and weaknesses

- There is a good balance of skills and subject content in the pupils' work.
- In some topics, the work is not well matched to the needs of all pupils.
- There is no co-ordinated system of assessment in place that permits the tracking of individual progress.

Commentary:

82. Standards are average in Year 2 and have been maintained since the time of the last inspection. The co-ordinator has designed medium term plans that support the teaching of the subject well, with a good balance of skills, information and ideas in the studies of places and themes. Good use is made of the local area in developing pupils' map and enquiry skills and they undertake appropriate learning about places that contrast with where they live.
83. The quality of teaching is satisfactory. Teachers maintain a good pace in their lessons, have good subject knowledge and generate enthusiasm amongst the pupils. From evidence in the lessons, the scrutiny of pupils' work and from planning, however, the levels of ideas and skills in some aspects of the work are not well matched to the needs of lower attaining pupils. While teachers monitor and assess the work of pupils on a regular basis, the co-ordinator is aware that the current system does not permit the tracking of individual progress and that it is an area for development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. **Design and technology** was not a focus of the inspection. No lessons in design and technology were observed and it was not possible to analyse the pupils' work in the subject. Provision could therefore not be judged.

Art and design

Art and design was sampled through observation of one lesson, and a discussion with the co-ordinator was held. Provision could therefore not be judged.

Main strengths and weaknesses

- The teaching of art and design is good.
- Pupils have good opportunities to use a range of art media and techniques.

Commentary

85. Standards of artwork in Year 2 are average. Pupils make satisfactory progress in investigating the use of different materials, such as charcoal and watercolour pencils, to produce illustrations in the style of Quentin Blake. There is also good evidence from displays in classrooms and corridors of interesting work which shows the use of a range of art media, and good support for other subjects in the curriculum, including history and geography.
86. The quality of teaching is good, and gives pupils confidence to explore art techniques and provides them with opportunities to develop their skills. Pupils are provided with good examples of illustrations. The involvement of a parent helper who is an illustrator offered pupils a very good model of the use of charcoal to produce illustrations, and the teacher also produced an example in the style of Quentin Blake. Through effective use of voice and diction, the teacher made good impact on the class. Inattentive behaviour on the part of a small number of boys was effectively addressed through a blend of good humour, high expectations and insistence.
87. Group-work was well organised, including good preparation of resources, and the approach adopted was good. Less confident pupils have opportunities for preliminary sketching, using their personal whiteboards, before using pencil and paper. The parental helper was well deployed in working with groups of pupils to explore the use of charcoal. The teacher made judicious use of praise and encouragement for individual pupils. The criteria for good quality work were not made sufficiently explicit. Although some different features of illustrations were discussed they were not clearly related to observation of examples in the classroom.
88. The leadership and management of art and design are satisfactory, but the role is not yet fully developed. The co-ordinator has opportunities to check teaching and assess pupils' skill development in art and design. The curriculum reflects effective coverage of different art techniques and media. It also demonstrates good linkage between art and design and such subjects as geography and history, for instance to produce an effective school display of the Great Fire of London.

Physical education

Physical education was sampled through observation of two lessons, and a discussion with the co-ordinator. Provision could not be judged.

Main strengths and weaknesses

- Pupils are achieving well in the subject.
- Physical education is well co-ordinated.
- Teaching is effective and includes good demonstration and self-assessment by pupils.
- There is good enrichment through extra-curricular activities and physical education week.

Commentary

89. Pupils' achievement at Year 2 in physical education is good. Pupils show good understanding of the importance of stretching and warm-up activities, and of the effects of exercise on the heart. When running, they demonstrate good control of their actions. They have a good capacity to respond to open-ended tasks. Pupils in Year 1 also show effective basic control of their bodies in physical activities, and some more able pupils can compose a series of linked actions as part of a team. Year 2 pupils have reached a good level of independence in changing clothes for physical education work.
90. The quality of teaching is good. However, lesson planning is not consistent; some planning includes appropriately formulated learning objectives, but other planning is too general to be sufficiently useful. The activities set for Year 2 pupils are suitable, and sufficiently challenging. Good expectations set by the Year 1 class teacher helped to improve the levels of co-operation between pupils. Warm-up activities are effective in setting the tone for lessons, and final cool-down activities are well handled by teachers.
91. The provision of demonstrations by pupils for others is a strong feature of lessons, with a good emphasis on those observing offering reasons why the example demonstrated is effective. Another good feature is the opportunity for pupils to assess their own performance. In the case of one lesson, good pace helped to maintain control. In the other instance, some pupils became over-excited so that the teacher had to assert herself to re-gain the initiative.
92. The leadership and management of physical education are good. The co-ordinator has a strong background in relevant aspects of the subject. There have been good initiatives to raise the profile of the subject for pupils, for instance physical education week, when all pupils had opportunities to take part in rugby, tennis, gymnastics and dance activities led by external professionals, with support from secondary pupils from a local Sports College. The role of co-ordinator is well developed and includes checking on the quality of planning and teaching, and assessing the development of pupils' physical skills across the school. In addition to the formal physical education curriculum, the school offers football, ballet and "pee-wee karate" as extra-curricular activities.

Music

Provision for music is good.

Main strengths and weaknesses

- Singing is very good because singing skills are taught well.
- Resources, planning and co-ordination are good.
- Teaching is generally good, despite some weaknesses.
- Class teachers have few opportunities to develop their teaching skills.

Commentary

93. Standards are good and better than those at the last inspection. In their singing, the pupils show a very good sense of rhythm and dynamics and stay in tune well. These features are the result of good teaching of singing skills by a knowledgeable specialist teacher who is employed to teach all the classes. The pupils also listen well and can

identify parts of a tune. They respond well to being conducted because the teacher uses clear signs or helps the pupils to read graphic scores well. The pupils are capable in their use of untuned percussion instruments and can copy simple rhythms by clapping. Most pupils show a good interest in their learning and real enjoyment in the activities. Good quality singing is also prompted by good piano accompaniments by the teacher.

94. Teaching is good overall. The teacher's very good knowledge of the subject, of the programme of study and of pupils' common errors result in detailed sequential teaching and learning. Challenging questions are asked which prompt pupils' memories of past learning and encourage detailed explanations. Consequently, the pupils gain a good musical awareness and learn skills well. In some lessons, the pupils are taught detailed skills of singing and a high level of enthusiasm is transmitted. Planning is generally good and provides a rich curriculum, although occasionally lessons do not have a wide enough range of activities for the pupils. While the pupils maintain a high degree of interest in lessons, some background chatter goes unchecked, which can slow the lesson's pace. Checks on the pupil's learning are regular but informal and not systematically recorded. Nevertheless, they are effective in helping the teacher to plan well-matched work for ensuing lessons.
95. There is a good number of opportunities for the pupils to perform, for example, at a local residential home, and there are also opportunities for instrumental tuition in recorders, violin and keyboards. A choir and a music computer club help enrich the subject; these activities contributed to the school's "*Silver Artsmark Award*." Class teachers have few opportunities to develop their skills in teaching the subject but the co-ordinator has led staff meetings and has introduced new materials to support the use of music in other subjects. The school's resources for learning are good and there is a wide range of instruments, including some associated with music from several continents. The co-ordinator is successful in promoting the subject in the school and co-ordination is good. The school has a room for teaching and learning and the hall provides a larger space for some musical activities.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

96. Only one lesson was seen, and this was of citizenship. There was insufficient evidence to make judgements. In discussion, held in a circle, the pupils expressed pride in the awards some receive for helping others on the playground. They are able to reflect about personal issues and express their thoughts with some maturity. They show a good deal of empathy for those for whom English is an additional language and support them well. They are usually respectful of others' views but when class discipline is weak, some talk over others' contributions. The *school council* is very active and provides another way in which the pupils' views are heard. Pupils were proud of the suggestions that the council had successfully made, such as the provision of a "*friendship bench*" on the playground. Pupils gain in responsibility and self-esteem from the school's good ethos of respect for their views.

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

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