

INSPECTION REPORT

CANNON LANE FIRST SCHOOL

Pinner

LEA area: Harrow

Unique reference number: 102204

Headteacher: Mrs R Keeble

Lead inspector: Mrs T Chakraborti

Dates of inspection: 18-20 April 2005

Inspection number: 266553

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
Number on roll:	359
School address:	Cannonbury Avenue Pinner, Middlesex
Postcode:	HA5 1TS
Telephone number:	020 8866 3536
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Steve Bernard
Date of previous inspection:	8/2/1999

CHARACTERISTICS OF THE SCHOOL

Cannon Lane First School is a very popular school which serves a multi-cultural community in a residential area of the London Borough of Harrow. It is larger than most schools. Currently, there are 359 full-time pupils on roll aged four to eight. They leave the school at the end of Year 3. A very high proportion of pupils, some 42 per cent, speak English as an additional language and 32 pupils are at the early stages of learning English. Pupils come from a wide range of ethnic backgrounds, the majority being White-British. The largest minority ethnic groups are Asian or Asian British – Indian and Asian or Asian British and any other Asian backgrounds. The rest are from a range of other minority ethnic backgrounds. There are 19 children from refugee families. The main languages spoken, other than English, are Tamil, Gujarati, Punjabi and Urdu. Sixteen pupils joined and 15 left in the last school year. The percentage of children identified as having special educational needs, including those with statements of special educational needs, is broadly in line with the national average. The percentage of children known to be eligible for free school meals is well below the national average. Children's attainment on entry is average. The school was awarded the Basic Skills Quality Mark in 2004 and Investors in People in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	Foundation Stage Religious education English as an additional language
9502	Rosalind Hall	Lay inspector	
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Physical education Special educational needs
22704	Garry Williams	Team inspector	English Art and design Design and technology Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cannon Lane First is a **very good** school that provides a very effective quality of education. The leadership, management and governance of the school are very good. The outstanding leadership of the headteacher and very effective support from the deputy headteacher and governors ensure that all pupils, whatever their ability or ethnicity, achieve high standards. The ethos of the school is excellent. Overall, the quality of teaching is very good and, as a result, pupils make very good progress with their learning. The school provides very good value for money.

The school's main strengths and weaknesses

- Standards are very high in reading and well above average in writing and mathematics at the end of Year 2. Pupils continue to achieve very well in Year 3.
- The excellent ethos of the school ensures the full inclusion of all pupils and instils in them a real desire to learn and to support each other.
- Pupils' excellent attitudes and behaviour are very significant in enabling them to reach high standards.
- Very good teaching and learning mean high standards of achievement across the school.
- Provision for the Foundation Stage is very good. This enables children to make a very good start to school life.
- The headteacher's excellent leadership and the very good support and commitment from the deputy headteacher, staff and governors have ensured an imaginative and innovative curriculum that promotes high levels of achievement.

Improvement since the last inspection in 1999 is good. The school has addressed the recommendations made in the last report successfully and continues to strive for high standards in all aspects of its work. The provision for the Foundation Stage has improved significantly and is now very good. Much improved outdoor facilities and curriculum planning enable children to develop creative and investigative skills in all areas of learning. Senior staff fulfil their roles very effectively and provide very good role models for staff and pupils. The quality of teaching has improved further and high standards have been maintained over a number of years.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	A*	A
writing	A	A	A	A
mathematics	A	A	A	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; A - very high*

Similar schools are those with similar percentages of pupils eligible for free school meals

Standards are high and pupils' achievement across the age range is **very good**. The table shows that national test results in 2004 were very high in reading, being within the top five per cent of schools across the country, and well above average in writing and mathematics in comparison to all and similar schools. Science results, based on teachers' assessments were average.

The trend in improvement in results over time is faster than in most schools. Inspection evidence shows that standards are well above average in reading, writing and mathematics in the current Year 2. Pupils in Year 3 also achieve standards that are well above average than those expected of this age. In science, standards have risen within the past year and are now above average.

This is because of the successful implementation of the school's action plan to improve its approach to the teaching of investigative science. Standards in information and communication technology are above average.

Children enter Reception with average levels of attainment and achieve very well. As a result, by the end of Reception, most children are likely to exceed the early learning goals set for them nationally in each area of learning. Boys and girls achieve equally well as do pupils from different ethnic minority backgrounds and those who speak English as an additional language. Pupils with special educational needs also achieve very well.

Pupils' personal developments, including their spiritual, moral, social and cultural developments are **excellent**. Their attitudes and behaviour are excellent and contribute significantly to their success in the school. Relationships between pupils and adults and amongst pupils themselves are excellent and help them to develop a high level of confidence. Attendance and punctuality are very good. These factors contribute significantly to the standards pupils achieve.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching and learning are **very good** because teachers are really knowledgeable and are skilled at making lessons interesting so that pupils enjoy learning. Teachers make very good use of resources, enabling pupils to develop highly successful independent and collaborative learning styles. Teachers ensure that pupils are engaged very effectively in whole class discussions, group or paired work. The support from the specialist teachers for pupils with English as an additional language is very effective and ensures that these pupils make very good progress in their English language acquisition in all areas of the curriculum. Across the school, teachers and support staff have very high expectations of what pupils are able to do and challenge them very well. Support staff are trained very well to support targeted pupils really effectively. Good assessment systems are used very well to evaluate and track pupils' progress, especially in English. The support for pupils with special educational needs is also very effective as staff ensure that all pupils have equal opportunities to learn. The curriculum provision is very good; it is broad, balanced and enriched well by a good range of extra-curricular activities. Pupils are cared for very well and feel confident to ask for help when necessary. The very good partnership with parents has ensured very effective links between home and school that also enhance pupils' achievements. Links with the local community, other schools and colleges are good. The accommodation and resources are also good.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Leadership, management and governance are **very good**. The headteacher provides outstanding leadership. She has introduced innovative changes to bring about high achievement in all areas of the school's work and has been strongly supported by the deputy headteacher and staff. Governors provide very good support to the school and contribute to strategic planning very effectively. High quality financial management ensures that the school runs smoothly and makes really effective use of its funds. The school evaluates its work rigorously and uses the results to inform its future planning, identifying clearly what the school needs to do to sustain high standards and improve further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and hold it in high esteem. They are very positive in their evaluation of the school's work and appreciate the provision it makes for their children. They are pleased with information they receive about their children's progress and believe that the school enables them to achieve well. Pupils are very pleased to be at the school. They feel that they are given very good opportunities to contribute to the school improvement plan and to observe teaching and their suggestions for improvements are valued.

IMPROVEMENTS NEEDED

There are no key issues for the school to address. It should continue to implement the areas for further improvement as shown in its own improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils across the school, including the children in the Foundation Stage, achieve very well. As a result, standards at the end of Year 2 are very high in reading and well above average in writing and mathematics compared to all and similar schools. They are also high for children in Year 3.

Main strengths and weaknesses

- Standards are well above the national average at the end of Year 2.
- Children in the Foundation Stage achieve very well because of the school's very effective provision.
- Pupils with English as an additional language and who are also at an early stage of English language acquisition achieve very well.
- Pupils with special educational needs also achieve very well.

Commentary

1. Children enter the Reception year with average levels of attainment and achieve very well. The highly effective and well-organised provision in Reception enables these children to make rapid progress in their learning over the year. This means that, by the time they leave the Reception year, most are likely to exceed the expected targets set for them in all areas of learning. Children at an early stage of learning English also make very good progress in their English language acquisition.

2. In the national tests for pupils in Year 2, standards have been consistently high over the past years in comparison with all schools nationally. The 2004 national test results were very high in reading, being within the top five per cent of schools across the country, and well above average in writing and mathematics. Although, in the past, pupils' performance was not so high in comparison with similar schools, results have improved significantly in the 2004 national tests and pupils are now achieving equally high standards in relation to these schools. In science, test results were average in comparison to all schools and below average in comparison to similar schools. Inspection findings show that standards in current Years 2 and 3 remain well above average in reading and writing and mathematics. Standards in science have improved and they are now above average. In information and communication technology, standards are above national expectations.

Standards in national tests at the end of Year 2 – average point scores in 2004		
Standards in:	School results	National results
reading	18.6 (17.5)	15.8 (15.7)
writing	16.8 (16.7)	14.6 (14.6)
mathematics	18.4 (18.0)	16.2 (16.3)

*There were 90 pupils who were registered for Key stage 1 in the year group, 44 boys and 46 girls.
Figures in brackets are for the previous year*

3. Pupils who are at an early stage of learning English become competent in speaking, reading and writing English as they move up the school because of the very good provision made for them. This has a very positive impact on pupils' achievement throughout their stay in the school. Pupils with special educational needs achieve very well as they move through the school. Indeed, in 2004, all such pupils in Year 2 reached the nationally expected level in reading and

mathematics in their tests. This is because work in class is at a suitable level and they are very well supported by well-trained and effective learning support assistants. Individual education plans, written by the class teachers with advice from the special needs coordinator, are relevant and the targets are clear and measurable. Pupils know exactly what they have to do to improve. The school caters very well for more able pupils. They achieve really high standards because lessons include tasks offering them additional challenge. Boys and girls achieve similar standards as do pupils from different ethnic minority backgrounds.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are excellent and they clearly enjoy their time at school. The excellent relationships across the school create a very positive work ethos that supports the learning of all pupils. Pupils' personal development is excellent.

Main strengths and weaknesses

- Pupils are highly motivated and work hard to achieve their best and their behaviour is excellent.
- Pupils demonstrate very thoughtful and caring attitudes towards their peers and others.
- Relationships between pupils and staff are highly supportive and result in an environment where pupils of all abilities achieve as well as they can.
- Pupils' personal development is excellent and contributes significantly to their achievements..

Commentary

4. The pupils' excellent attitudes, values and behaviour are a very strong feature of the school. They are highly motivated and respond positively to the help provided by teachers and support staff to enable them to improve their standards of work. Pupils' interest and involvement in their work is excellent. They pay very good attention to their teacher and fellow pupils and contribute very well to discussions. They are very enthusiastic in tackling whatever tasks they are asked to do and show curiosity for the world around them as well as demonstrating very caring and thoughtful attitudes.

5. There are excellent relationships based on mutual trust and respect between teachers and pupils and between the pupils themselves. These positive relationships underpin the life and work of the school. This contributes to the school's excellent ethos in providing each child with appropriate opportunities to learn to live and work together and develop respect for themselves, others and their surroundings.

6. Overall, pupils' behaviour is excellent, both in lessons and in and around the school. There have been no exclusions in recent years. The school is an orderly and happy community providing a calm and secure place in which pupils learn very well. Assemblies are a special feature of the school day and pupils enter assemblies in a quiet and orderly manner. They are taught to treat each other with a high level of respect and to listen carefully. This was evident in assemblies where pupils are given opportunities to reflect on moral and social issues. They are actively encouraged to share their ideas whilst their peers listened attentively. For example, in an assembly, led by a pupil who had written a story, all pupils, including the Reception children, listened very attentively and responded very effectively to the questions from the pupil leading the assembly. Pupils with special educational needs who have identified emotional and behavioural difficulties are very well managed in class and at other times. The school ensures that they are fully included in all activities and that their behaviour is not detrimental to their own learning or to that of their classmates. Pupils with English as an additional language are keen to participate fully in activities that the school promotes. They are very well motivated, keen to learn and this contributes significantly to the very good progress they make in class.

7. The school's excellent ethos and high quality provision for pupils' spiritual, moral, social and cultural developments ensure that their pupils' personal development is also excellent. Pupils are encouraged to take responsibility for carrying out routine tasks in the classrooms and around the school. They take on roles of responsibility very willingly and carry them out very effectively, and enjoy being helpful. They have high self-esteem and are confident to make the most of the very good learning opportunities provided. Pupils are involved in the running of the school in innovative and significant ways. Strong relationships, built on trust and respect, enable pupils to become confident learners. Spirituality is developed very well through assemblies and by extending pupils' awareness of other religions and beliefs. Pupils' awareness of moral issues and their social skills are excellent and this helps them to grow into mature individuals. They respond well to the rich opportunities provided for them within the school. They have very caring attitudes and are encouraged successfully to develop values of respect, kindness and responsibility. For example, the system of playground 'buddies' provides very good support for those pupils who believe they have no one to play with. Pupils' knowledge of other cultures and religions is very good. Important festivals and traditions are celebrated. Every classroom has a display to reflect the distinctive features of world religions and languages spoken in pupils' homes. Visitors to the school and trips out are chosen well to allow pupils to get a real feel of their own and other cultures.

Attendance

Attendance – 2003 - 2004

Attendance in the latest complete reporting year (%) 95.2 (national-94.5)			
Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.1	National data	0.4

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

8. Attendance is good. The school ensures that parents are aware of the benefits of regular attendance and monitors registers rigorously. Pupils arrive punctually so that the school day gets underway promptly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good as a result of the very good teaching and the way pupils are supported and guided. The curriculum is also very good, with good provision to extend pupils' learning beyond the classroom. All pupils are given equal access to all areas of the curriculum and this ensures that they benefit really well from the education programme that the school provides. The provision for pupils' care, welfare, health and safety is very good. The partnerships with parents and the community are also very good.

Teaching and learning

The quality of teaching and learning is very good. The assessment of pupils' work is good overall and is very good in Reception.

Main strengths and weaknesses

- Pupils are managed extremely well in lessons. Teachers insist on the highest standards of behaviour at all times.
- The teaching in Reception is consistently good or better.
- All pupils are highly valued by their teachers and relationships are excellent.
- Teachers are very knowledgeable about the subjects they teach.
- Pupils with special educational needs are supported very well in class.

- Assessment is good overall and very good in English.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	20 (43%)	23 (49%)	3 (6%)	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.

9. Teaching is very good overall and, as a result, pupils achieve very well in their learning. There has been a good improvement in the quality of teaching and learning since the last inspection. At that time about a half the teaching was judged to be good or better and now virtually all teaching is good with nearly half being very good or excellent. The very good teaching is seen in all years and in a variety of subjects. Reading, writing and mathematics are taught very well and this is reflected in the standards attained in national tests.

10. Pupils are managed extremely well in class and, as a result, are able to concentrate without interruption. Teachers have the highest possible expectations of their pupils' behaviour and achieve a productive working atmosphere in lessons. Their calm and supportive approach leads to exceptionally good relationships and is a very good model for pupils in their dealings with each other. Teachers manage their classes very positively, recognising good work, effort and behaviour and this adds to pupils' self-esteem and confidence.

11. Children in the Reception classes receive very good teaching that helps them learn at a very good rate. All six areas of learning are taught very well and the children are able to achieve at a far better rate than is normally expected.

12. All pupils are treated with great respect and consideration at all times. Teachers go out of their way to help all the pupils in their care make the best progress they can in all areas of school life. No matter what the ability of a pupil the teachers make sure that the work planned is appropriate and challenging. They know their pupils as individuals and put in additional support for a pupil or a well-timed word of praise to boost confidence. The result is that pupils have exceptionally good attitudes and staff are justifiably proud of their pupils' many achievements. Pupils with English as an additional language, those with special educational needs and more able pupils are taught very well through a very well organised support system that is well established in school.

13. All teachers have a very good understanding of the subjects they teach. They are constantly adding to their knowledge of both the subject areas and the way in which pupils learn so that they can be even more effective. A good example of this is the way all teachers have mastered the use of the interactive white boards to make lessons more visual and engage the pupils. They are successfully used to demonstrate new work, focus the pupils' attention and to make learning fun. The very good understanding of the strategies for teaching literacy and numeracy is a strong factor in raising levels of achievement.

14. The school has a good number of highly skilled and very effective support assistants. These are used extremely well to help improve the achievement of both individual pupils and specific groups. They are included in teachers' planning and very well briefed about their role in each lesson. In class they give valuable support, helping with and managing behaviour and keeping pupils focussed on their learning. Their support is invaluable in helping pupils understand the work they are doing and to move on successfully and speedily to the next stage in their learning. Support assistants make very useful notes of their work with individuals and groups to share with the teacher and help plan future programmes of work. Some support staff are well trained in using programmes designed to improve pupils' literacy or numeracy skills. These group

sessions take place in shared areas of the school and are proving very useful in raising both standards and pupils' confidence.

15. Assessment is good overall; it is very good in English. The assessment and tracking of pupils' progress is very well established and pupils who are found to be falling behind in important areas are quickly identified and effective intervention strategies put in place immediately. In lessons, teachers question their pupils well to make them think carefully and to help reinforce their understanding. In the best lessons the teachers are constantly assessing the levels of understanding so that they can carefully tailor their next question to move the pupils on to a higher level. This is often done by using individual whiteboards on which the pupils write their answers and, at a signal from the teacher, hold them up. This enables the teacher to immediately see which pupils are struggling with the work and which ones are succeeding.

The curriculum

The school provides a broad and balanced curriculum. It meets the needs of all pupils very well. There are good opportunities for pupils to enrich their learning experiences through visits, visitors and a range of after school clubs and activities. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is rich, varied and well balanced.
- Very good cross-curricular links between subjects make learning more interesting and relevant for all pupils.
- The range of extra-curricular activities, visits and visitors enhance learning opportunities well.
- There is a very strong commitment to ensuring that all pupils have access to the full range of learning opportunities.
- Accommodation and the outside environment, together with good resourcing, support the delivery of the curriculum well.

Commentary

16. The curriculum is very good. It meets the needs of pupils of all abilities very well and National Curriculum requirements are fully met. It includes very good provision for pupils personal, social and health education. Learning opportunities in the Foundation Stage are now very good and prepare children very well for the later stages of their education. Schemes of work are fully in place for all areas. Planning to promote skills for progression in music is now securely in place, a concern identified in the previous inspection report. Improvement since the previous inspection has been very good.

17. Curriculum planning is very good and teachers use cross curricular links very effectively to enhance pupils' learning in a good range of subjects. The curriculum has been influenced by the school's innovative approach to learning where well planned and relevant activities provide pupils with first hand experiences that enthuse them and enhance their learning. For example, cross-curricular links between English and geography have been established to enhance pupils' writing skills, especially when writing about their studies of the Island of Coll. The numeracy and literacy strategies are well structured and are delivered very effectively and this has a positive impact on pupils' learning in all subjects.

18. The curriculum is enhanced well by a good range of well-planned visits and visitors to school. Extra-curricular activities in the arts and sport are good. The school makes very good use of visiting artists, theatre groups and science groups, as well as visits to museums and local churches. The school has introduced French as an after school activity, which is well attended.

19. This is a very inclusive school and all staff are fully committed to ensuring that all pupils have equal access to the opportunities on offer. This is reflected in the curriculum planning and in the very high quality relationships that are fostered and developed across the school. Curricular

provision for pupils who speak English as an additional language and for those with special educational needs is very good. The school ensures that all these pupils are included in all aspects of the curriculum by providing well targeted support and carefully written individual education plans.

20. There is a good number of experienced and well trained staff to deliver the curriculum very effectively. Resources are plentiful and of good quality to support the delivery of the curriculum. Accommodation is good overall. Improvements since the previous inspection include an outdoor play area for the Foundation Stage and a well-organised library. The school makes very effective use of the existing accommodation. The play area is somewhat restricted, but the arrangements for playtimes that take place at different times of the day facilitate a spacious play area for all pupils. Classrooms are maintained in a good state of decoration and repair. The excellent ethos and the pleasant environment of the school promote very good learning throughout the school.

Care, guidance and support

Arrangements to ensure pupils' care, welfare and health and safety are very effective and have improved since the last inspection. The pastoral care of children is a strength of the school and ensures pupils are settled and happy and, as a result, highly receptive to learning. The school has put in place a variety of innovative measures to involve pupils in its work. These are excellent in ensuring they have influence on the school's development.

Main strengths and weaknesses

- The well thought-out arrangements for the care, health and safety of children ensure that they all feel secure and that the school day runs smoothly.
- Pupils know they have a good and trusting relationship with at least one adult.
- Time and attention is taken to ensure that children settle in to school life quickly.
- There are outstanding strategies to ensure that pupils are involved in improving the way they are taught and in planning for the development of the school.

Commentary

21. A health and safety policy is in place with appropriate risk assessments and all staff are vigilant when supervising pupils. The school site is maintained to a high standard and repairs attended to promptly. There is a good coverage for First Aid and detailed records are kept of accidents. Child protection procedures are clear and staff are aware of them. Progress of pupils who speak English as an additional language and those with special educational needs is tracked carefully to ensure that they are achieving as well as they can. Liaison with outside agencies is very good and the school makes significant efforts to ensure that pupils receive as high a level of care as possible.

22. Adults working in the school have close and trusting relationships with the pupils. Staff provide very good role models. The headteacher knows all the children in the school personally and parents appreciate this. The very good pastoral support offered to pupils is aided by the good communication within the school. Assessment procedures in the core subjects of reading, writing and mathematics are effective. Pupils receive clear advice and encouragement on how to improve in regular 'conferencing' sessions when they discuss their work on an individual basis with their teacher.

23. Induction procedures into Reception and for any pupil who arrive at the school later are good. Time is taken to settle the Reception children into school so they are confident and their parents are involved fully. Mid term arrivals meet with the headteacher before being introduced to their class. They are allocated a 'buddy' to assist them and pupils have produced a booklet about the school routines to help new friends to settle in quickly.

24. Since the last inspection the school has developed a range of opportunities for pupils to become involved in the work of the school at every level and these are having a highly positive impact on pupils' attitudes and their commitment to learning. Pupils are aware of their own achievements and what they need to do to improve because from the time they arrive in Reception they are involved in setting their own targets. They are consulted about how they learn, for example, in a Year 2 science lesson, they were asked how long the task should take, what the noise level should be while it was undertaken and how many examples they should record in order to meet the learning objective of the lesson. Older pupils apply to be 'Little Inspectors' and have carried out lesson observations and completed an inspection report, which has been presented to governors and circulated to parents. Other pupils have been involved in producing the 'school book' which is the pupils' plan for the development of the school. Before compiling the current plan they evaluated the previous one and shared their findings with the governors. In these original ways pupils have a very real voice within the school community and use this responsibly.

Partnership with parents, other schools and the community

The relationship the school has developed with parents has improved since the last inspection and is now very effective and supports pupils' learning very well. The school has established good links with other schools and with the local community, which broadens the experience of pupils and supports the professional development of staff effectively.

Main strengths and weaknesses

- Parents are fully involved in the work of the school and are very well informed about its routines and their child's progress.
- Links with other schools and the community support pupils' personal and academic development well. The arrangements for the transfer of pupils when they move to Middle School are good.

Commentary

25. Parents receive very good information about the life of the school through newsletters and a detailed prospectus. Termly consultation evenings and a detailed annual report give parents a very good understanding of the progress of their children. Parents also receive very good information about the curriculum through briefing letters, regular curriculum surgeries held by the headteacher and meetings about individual subjects. Parenting issues, such as how to help a child deal with a tragedy, have been addressed through sessions hosted by the local authority psychology service. Parents appreciate the approachability of staff so that queries and concerns are quickly resolved. They are consulted about the school's development and their ideas taken into account in the school improvement plan. The parents and carers of pupils with special educational needs are kept fully informed about their children's progress and are always invited to attend review meetings. They are given a copy of their children's individual education plans so they are aware of the targets set and can give further support at home.

26. Parents support their children very well in ensuring that homework is completed and that classwork is supported. A number of parents and grandparents help regularly in school, for example, by hearing children read, enhancing pupils' skills so that they can learn more quickly. The school draws on the cultures represented in the community to develop pupils' understanding of other faiths. For example, during the inspection two Hindu mothers gave a practical demonstration of how a family prepares for prayers, known as 'puja'. Through events such as summer fairs and discos, the active parent, teacher association raises significant funds for the school, which have been used to refurbish the library and develop the outdoor learning area for the youngest pupils.

27. Arrangements for the transfer of pupils to the middle school are good; information is shared formally between schools and time is taken to introduce pupils to the systems and routines of the before they leave Year 3.

28. Links with other schools are promoted through the local cluster group. Work here focuses on professional development for teaching staff and the development of personalised learning. The headteacher is asked regularly to speak about this at local and national conferences with other teachers.

29. The school has good links with the community, for example, with local places of worship that support the religious education curriculum well. As part of its plans to develop provision in information and communication technology, two teachers visited schools in Beijing recently to broaden the experience of pupils through the establishment of global links.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good. The headteacher provides excellent leadership. Management systems are very effective and most efficient. Governance is very good.

Main strengths and weaknesses

- The headteacher is a highly effective leader and she is very ably assisted by the deputy headteacher and the governors,
- The performance management of staff is very effective in raising standards.
- The management of special educational needs and English as an additional language is very good.
- Governors know the school very well and are rigorous in monitoring its effectiveness.

Commentary

30. The headteacher has excellent leadership qualities. She, together with her deputy, has implemented many initiatives to ensure that pupils are successfully involved in the planning of the school's improvement strategies and in the assessment of their own learning so that they develop as independent and mature individuals. Senior staff and governors have a very clear vision of the way forward and they aspire for excellent practice to enable pupils to achieve their best. Good communication systems ensure that all staff contribute to the effective running of the school. The priorities in the improvement plan are relevant to the school and progress towards the targets is monitored rigorously. The school's self-evaluation is a thorough process. It knows its strengths and weaknesses very well so that its improvement plan contains all the issues that it needs to address to sustain high standards.

31. Management of the school is very effective. All decisions focus on what is best for the pupils and how to further improve the already high quality of education. The headteacher plays a central role in taking a consistent approach to supporting and developing the subject leaders in their roles and develops staff expertise very well through performance management. The deputy headteacher provides very high quality support to staff and has a very clear understanding of the work of the school. Subject leaders take an effective lead in developing their own areas through staff development and ensure that the outcome of the courses they attend benefit children.

32. The governing body, established in September 2004, plays an important role in leading the school forward. Governors are very involved with all aspects of the school. Their wealth of experience and expertise is drawn on to great advantage. They carefully evaluate and monitor information and reports they receive from the headteacher and staff about curriculum areas. They understand the strengths of the school as well as areas for improvement. They assess the impact of any new initiatives and judge the effectiveness of their spending efficiently. Each governor who has a curriculum responsibility links up with subject leaders and visits classrooms which help them

to understand the work of the school. Governors give very good support to all staff and are their critical friends. They ensure that the school fulfils its statutory duties.

33. Provision for pupils with special educational needs or English as an additional language is managed very well. Pupils' achievements are tracked very carefully to highlight any need for intervention if they are not achieving as well as expected. The governor who oversees the provision for pupils with special educational needs is actively involved in the school and has received training to carry out the role effectively. Regular meetings with the special educational needs coordinator helps to sustain the effective provision for these pupils. Outside agencies are consulted and fully involved in the provision when required. The deputy headteacher manages the provision for pupils who speak English as an additional language very efficiently, in collaboration with teachers. Support assistants are trained very well and are highly valued members of the whole school team.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,067,764
Total expenditure	988,484
Expenditure per pupil	2,688

Balances (£)	
Balance from previous year	79,280
Balance carried forward to the next	99,975

34. Financial management is very secure. The principles of best value are applied very well in the purchase, management and use of resources. Suppliers are challenged to show that their product or service will have a positive impact on the quality of learning. The school has a higher than usual surplus but this is clearly earmarked for future projects, such as further improvement of the accommodation. As a result of the very good teaching and achievement of pupils, very good leadership and management and the excellent ethos, the school is judged to give very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

35. Children enter the school in Reception in the year they become five, with attainment that is average for children of this age. They make very good progress in all the areas of learning during their stay in Reception and achieve very well. As a result, by the time they enter Year 1, most children exceed the expected standards set for them in communication, language and literacy, personal social and emotional and mathematical development, knowledge and understanding of the world and creative and physical development.

36. The quality of teaching and learning is very good in all the areas of learning. Staff have very good knowledge and understanding of the curriculum and the ways children learn. They plan very effectively and use a variety of teaching methods to develop children's skills, knowledge and understanding successfully. They assess what children know and can do and use this information very effectively to plan activities, building on their previous learning. Elements of literacy framework are used very successfully to ensure that children develop a good understanding of phonics. Staff ensure that the learning environment is welcoming and stimulating. Resources are used very imaginatively to help children to become independent learners. This enables them to make important choices about their work and to learn through a variety of challenging and interesting activities.

37. The accommodation has been improved significantly since the last inspection and this ensures that the Foundation Stage curriculum is delivered efficiently. A new well-planned outdoor play area gives children very good opportunity for full access to outdoor learning activities. This has a very positive impact on their achievement. Resources are good and well organised. A very effective assessment system charts children's progress consistently. There is planned time for observing how well children engage in different activities. Staff use this time very well to observe, assess and record children's progress in all areas of learning.

38. Provision for the Foundation Stage is managed very efficiently by the co-ordinator, in collaboration with the headteacher. The reorganisation of classrooms has been effective in enabling children to learn through practical activities, based on their own experiences. The co-ordinator monitors planning and children's work really well through a well-structured timetable.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are engaged in activities very well and are eager for new experiences.
- They develop independent learning skills very well.
- Relationships between children and adults and children themselves are excellent so that there is a harmonious atmosphere

Commentary

39. Children make very good progress in personal, social and emotional development and the vast majority of them exceed the expected standards by the end of the Reception year. Children readily come together on the carpet for the whole class sessions and listen with concentration. They work well together and support each other, for example, in the use of computers and listening

to stories on tapes. Staff are very skilful in enabling children to become independent and to make choices about their activities. They set up a range of well-planned activities to capture children's imagination and to ensure that learning takes place both inside and outside the classroom. There are opportunities for children to choose to play with their classmates or spend time alone. Staff engage children very effectively in group discussions and respond to their experiences with genuine interest, encouraging them to play together. Children enjoy taking part in discussions and respond confidently. In all classes, children behave very well and play harmoniously, sharing their ideas and helping each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good opportunities to develop children's speaking and listening and reading skills.
- Children are encouraged to try out their knowledge of writing at a very early stage.
- There is a strong focus on teaching phonics which enables children to recognise sounds and to try reading and writing words phonetically.

Commentary

40. Staff provide many opportunities for children to develop their speaking and listening and reading skills through discussions in all language activities, such as teaching phonics, reading stories and rhymes, retelling stories and role-play. Children's language is also developed very efficiently through activities in all other areas of learning. For example, children discuss the events and characters of their weekly story such as, 'Pirate Pete Finding Treasure' and write a letter to invite 'Uncle Tom', or any other character that they choose, to their party. They are very articulate and imaginative in discussing and suggesting ideas for a 'welcoming party' for the person they invite. Teachers plan effectively to ensure that children are given ample opportunities to develop their language skills through conversation with adults during different activities. Adults play alongside the children to extend their vocabulary and model conversations and discussions. They use the correct vocabulary that helps all children to develop their communication skills. Children listen attentively and quickly identify sounds of the initial letter of words in sessions about phonics.

41. Children are developing early reading skills very well and know that pictures tell stories. They show good understanding of the stories that the teachers read to them. They are very keen to listen to taped stories using headphones and show a great deal of interest in listening to and reading stories on the computers. Many children write their own sentences about the stories they read, describing the drawings that illustrate their ideas. Some words are spelt correctly; others are simple marks where children have tried to write independently. Throughout the Foundation Stage, children are encouraged to browse through books and tell each other stories from the pictures. The very good provision and teaching enable children to achieve very well and, as a result, majority of them are likely exceed the standards expected of them at the end of the Reception year.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers make very good use of resources to engage children gainfully in their learning.
- Very good planning and assessment mean that children make very good progress.
- There are very good opportunities to develop mathematical understanding throughout the day.

Commentary

42. Children make very good progress in mathematical development and the vast majority of them, therefore, exceed the standards expected of them. There is very good emphasis on developing children's knowledge about numbers and counting across all the areas of learning. Most children count to 20 or beyond and recognise and write these numbers correctly. They also recognise and name different shapes and describe their characteristics, counting the edges and sides of the shapes correctly. They use computer programmes well to develop their understanding of patterns and to create their own patterns, selecting a range of colours. Staff make learning fun and engage them very effectively in all activities using a range of resources. They help children to count and recognise numbers in every day situations. For example, children were observed using a programmable toy. They successfully instructed it to move a number of lengths up or down the squares. Children use appropriate mathematical language, such as 'big', 'small', 'more than', 'less than' correctly during such activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting activities develop children's knowledge and understanding of the world.

Commentary

43. Staff plan activities together to ensure that children's skills are fully developed and that they build successfully on previous knowledge to understand more about the world in which they live. Children enjoy many exciting experiences that help them to make very good progress throughout their stay in the Reception year. For example, they investigate what makes objects float or sink and record their findings in a chart. In such a group activity, children considered carefully how the size and weight of an object could make it sink or float. They enjoy playing on computers and use them effectively and confidently to paint, to read stories on the screen or to write their names. They are good at manipulating the cursor and at recognising symbols needed to operate the computers effectively. Appropriate activities based on different topics also widen children's knowledge and understanding in other areas of the curriculum. In geography, they record changes in the weather during each season following walks around the local area and charting different places that the 'pirate ship' in their story visits. Very good opportunities are provided for them to develop their co-ordination skills, for example cutting and sticking paper. They successfully construct cars and houses using a range of building kits and are good at using modelling materials, such as dough to make different shapes.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because staff plan very good opportunities to develop their skills.
- Children have very good access to the outdoor environment, the school hall and appropriate equipment.

Commentary

44. By the end of the Reception year, most children exceed the expected standards in this area. Staff plan very good opportunities for children to develop their physical skills. The outdoor play-area has been improved to provide children with the opportunity for learning through imaginative and physical activities. The equipment and play areas are used very well to develop children's co-ordination and an awareness of space. In indoor lessons, children learn to make good use of the space in the hall, leaving room for others to move safely. They know why it is necessary to warm up before undertaking energetic physical activity and use space well as they move to music. In the classrooms, children show good manipulative skills in writing and drawing, handling pencils and brushes with confidence. Teachers ensure that children are able to use the apparatus carefully to perform sequences of related activities, such as catching and bouncing a ball without losing control of it. At playtime, children make good use of the playground facilities for games involving skipping, jumping and running, demonstrating good motor skills.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to use their initiative to enable them to achieve very well.
- Children communicate their ideas well through a range of imaginative work.

Commentary

45. A very good range of stimulating activities with very well focused adult support and encouragement enable children to make very good progress in this area of learning. As a result, most of them exceed the expected standards at the end of their Reception year. Creative activities are often linked to other areas of learning, such as through a wide range of experiences in art, music, story making and imaginative play. For example, children drew pictures of the 'pirate ship' and made a 'fish collage' based on fishes found in the sea and arranged for a 'party on the ship'. Role-play activities in the play corner and outside play area promote good achievement in imaginative work and communication of ideas. Adults join in role-play activities and help children to develop their ideas and gain confidence. Children paint imaginatively using vibrant colours and learn to mix colours to a good effect. They are particularly good in painting pictures using the computers. Children enjoy singing. They sing tunefully a range of rhymes from memory and are developing a good sense of rhythm. The classroom provides a stimulating environment for children to work in and they are very well supported by the sensitive intervention of all adults.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well. Standards are well above average in all aspects of English by the end of Years 2.
- Very good assessment systems are in place and the data gathered is used very effectively to support and maintain the well above average standards.
- Teaching and learning are very good overall.
- Pupils' attitudes and behaviour are excellent and these have a positive impact on pupils' learning.
- Support assistants provide effective support for pupils with special educational needs,
- Very good leadership and management ensure that high standards are maintained.
- The use of literacy across the curriculum is very effective.

Commentary

46. National test results in 2004 at the end of Year 2 show standards were very high in reading and well above average in writing for all schools. They were well above average in comparison with similar schools. Taking the three years 2002 to 2004 together, the figures show that the performance has remained very high in reading and well above average in writing in comparison to all schools. Standards are also well above average at the end of current Year 2 and Year 3 and pupils achieve very well across the school. Standards in speaking and listening are very good. Pupils in all classes listen very attentively to adults and to each other. Well-established classroom routines and high expectations of teachers have taught them to think carefully and respond confidently. Standards in reading are very high. Pupils have lessons regularly in the recently established library, which promotes their library skills as well as encourages their love of reading. Books are exchanged frequently and pupils write reviews of books they have read. Writing skills are developing very well and pupils successfully build on their prior learning. Pupils with special educational needs achieve very well due to the very good support they receive. Pupils with English as an additional language achieve similarly well in developing their skills in English language.

47. Pupils' work is closely monitored using very effective assessment procedures. These are used really well to track pupils' progress and to set targets. Pupils' individual or group performance is assessed at the end of lessons and this is used to identify areas for development.

48. The quality of teaching and learning is very good and is having a very positive impact on the pupils' learning and achievement. Teachers have very high expectations of what the pupils can achieve. Planning is very good and work is pitched at just the right level to challenge all the pupils. Behaviour management is excellent in almost all classes and this associated with the very positive attitudes of the pupils ensures high quality learning. Teachers' very enthusiastic approach to teaching draws pupils in and raises their interest, enthusiasm and enjoyment of learning. They create a very effective learning ethos where pupils' contributions are valued. Consequently, pupils feel confident and, are keen to respond. Support assistants are deployed well and they support pupils' learning very effectively.

49. The leadership and management of the subject are very good. The subject leader has a very good knowledge and understanding of the strengths and weaknesses of the subject. She is rigorous in evaluating and monitoring the provision and pupils' progress. The information gathered is used very well to identify areas for further development and to plan effective strategies for

improvement. As a result, the English curriculum is rich and interesting and includes a strong emphasis on creative writing and exciting literature.

Language and literacy across the curriculum

50. The development of language and literacy skills is promoted very well throughout the curriculum. The school's focus on maintaining high standards in all aspects of English is supported through other subjects, where there are planned opportunities to develop speaking and listening, reading and writing skills. Pupils apply these skills in discussions, in researching information and in recording their findings in subjects, such as science, geography and history.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above the national average.
- Teaching is very good. Pupils achieve very well.
- Support staff are very effective in enhancing pupils' learning.
- Pupils have exemplary attitudes to their work.
- The quality of the curriculum is very good as there are many links to other subjects.

Commentary

51. Test results for Year 2 pupils in 2004 were well above the national average with all pupils reaching the nationally expected level and over half of them exceeding it. The pupils currently in Year 2 are also attaining standards well above those expected for their age. The work by the pupils in Year 3 shows that they are also working at levels well above those expected for their age. Very good teaching and pupils' exemplary attitudes, found in all years are significant factors in helping pupils reach such high standards. It is to the school's credit that standards have risen year on year and remained well above the national average for several years. This represents good improvement since the last inspection.

52. The quality of teaching is very good and helps pupils learn at a very fast rate. All of the teaching seen during the inspection was good or better. Teachers have extremely high expectations and set work designed to challenge pupils of all abilities to do their very best. They create a super working environment and insist on the highest standards of behaviour at all times. The pupils respond extremely well to this and are most eager to learn and achieve high standards. This was clearly seen in a very good Year 3 lesson about problem solving. Much useful discussion took place and the pupils listened intently to the teacher and also to each other. The excellent relationships between the teacher and the pupils resulted in an atmosphere of mutual respect so that the work was completed enthusiastically and at a fast rate. Planning of lessons is very good indeed. All teachers plan work that is carefully graded to meet the needs of all pupils. Teachers thereby ensure that all pupils make very good progress in each lesson and have the same opportunities to do well. The correct mathematical vocabulary is stressed throughout each lesson. This is extremely useful to all pupils and particularly to those with English as an additional language as it helps them develop their understanding. Such pupils, therefore, make the same very good progress as their classmates.

53. Teachers use support staff very well to help their pupils learn more effectively. The role of the support assistant is planned very carefully to maximise their impact. In addition the support assistants are very skilled and know the pupils extremely well. This enables them to help individuals and small groups to achieve very well during lessons. For example, in a very good Year 2 lesson the support assistant worked with a group of pupils with special educational needs whilst the teacher was taking the rest of the class. They were working on similar tasks but at a more appropriate level. Support assistants also make very useful notes about how well the pupils

they help are succeeding. These are used effectively by teachers when planning future work to meet individual needs.

54. Pupils have excellent attitudes to their work and their behaviour is of the highest quality. They complete all assignments set for them so that they learn at a very good rate. They have established outstanding relationships in class and often support each other in their work. They work extremely diligently and quickly, producing a very good quantity of work at a high standard of both presentation and accuracy. Pupils are also involved in assessing their own work by using 'traffic lights' to show how well they understood it. This makes them feel more involved in their learning and inspires them to do even better in the next lesson.

Mathematics across the curriculum

55. Pupil's skills in mathematics are often used in other subjects of the curriculum because teachers plan carefully for their inclusion. This makes learning more relevant and helps pupils reinforce their skills and understanding in mathematics. For example, in science lessons pupils make measurements and draw tables and graphs of their findings. The laptop computers are used regularly to help pupils learn new mathematical concepts more effectively whilst also improving their information and communication technology skills. In a physical education lesson pupils drew on their understanding of symmetry to devise ways of moving in a symmetrical manner.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Good teaching ensures that effective learning takes place.
- Pupils have very positive attitudes to learning and relationships are very good.
- Skills of investigation and scientific thinking are well developed and promote good achievement.
- The science action plan is detailed and its implementation has had a positive impact on pupils' learning.

Commentary

56. Test results for Year 2 pupils in the 2004 teachers' assessments were average in comparison to all schools. When compared with similar schools, their performance was below the national average. Currently, standards are above average at the end of Year 2, indicating a significant improvement over the year. Standards are also above average in Year 3 All pupils, including those with special educational needs and those who speak English as an additional language achieve well.

57. Inspection evidence, including lesson observations, a scrutiny of previous work and discussions with pupils in Years 1, 2 and 3 show that they are developing good scientific knowledge and understanding. The development of investigational skills is a strong feature within each science topic and contributes to the rising standards.

58. The quality of teaching and learning are good overall, and some very good teaching was observed in Year 2. Teachers are secure in their knowledge of the subject and they make learning interesting. Planning and preparation are often thorough and teachers strive to motivate the pupils and share their enthusiasm for learning. In a very good lesson in Year 1, pupils demonstrated good understanding of the properties of materials; they all were actively engaged in the task and learnt a range of scientific vocabulary such as 'rigid' and 'flexible' quickly. The resources were used very effectively to ensure that pupils learned from real experiences. Pupils work well collaboratively in pairs and in small groups, supporting each other effectively. Teachers have high

expectations of behaviour, which, along with the very good relationships, means pupils have very good attitudes to their learning.

59. In Year 3 pupils are developing good scientific knowledge and observational skills. This was seen in a lesson where pupils successfully learnt to use their senses to investigate the properties of different rocks and describe their different textures and appearances. All pupils were challenged by the well- structured teaching. Teaching assistants made a significant contribution to the learning of pupils in need of additional support.

60. Teachers assess pupils achievements regularly and the information is used effectively to track and monitor individual progress and to identify areas needing improvement. Leadership and management of the subject are good. The subject leader has taken determined action to overcome weaknesses in practical work. Investigative tasks been introduced consistently across the school and often clear links are made to other subjects to make learning more meaningful. This has resulted in investigational skills being developed well across the school, raising standards. Resources are good and are well used. Overall, improvement has been good since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above those expected nationally.
- The quality of teaching and learning is very good. Pupils achieve very well.
- Pupils have an outstanding attitude to their work and behave extremely well.
- The subject is led and managed very well promoting high standards.
- There are well thought out links to other subjects.

Commentary

61. Pupils reach standards that are above those expected nationally. This is the case in both Year 2 and Year 3. Throughout the school pupils achieve very well indeed. All aspects of the subject are taught to a depth that is rarely found in a first school. This is a result of the good level of resources in the school, the constant use of the equipment and the very strong links with other areas of the curriculum. Pupils with special educational needs and those with English as an additional language also make very good progress as they are very well supported by both adults and their classmates. There has been good improvement in the provision since the last inspection. Resources are much improved and the quality of teaching has also improved.

62. Teaching is very good. Staff manage their pupils extremely well and create a most positive working atmosphere in which all can concentrate and produce high quality work. Tasks are planned very well at a level designed to help pupils of all abilities learn effectively. Work is often imaginative and interesting. For example, in a very good Year 3 lesson seen the pupils were searching the Internet to find information about rocks to assist them in their science studies. They learned new skills at a fast rate and were very determined to complete the set tasks in the allotted time. All pupils could confidently assess the usefulness or otherwise of the sites they visited. The many new resources are used extremely well. The class-based laptop computers are in constant use and the interactive whiteboards are highly effective when used by the teachers to demonstrate new skills and introduce new programs. They help the pupils focus on the work and make it much easier for them to learn in a highly visual manner.

63. Pupils thoroughly enjoy all their work and are extremely proud of their efforts, particularly the Year 3 pupils who talked animatedly about the video they made of the school. This was taken by two of their teachers to a school in China to show life at Cannon Lane to the pupils there. They treat all equipment very sensibly and are often allowed to use digital cameras to record completed

work in other subjects. Their behaviour is always excellent and they willingly help each other if difficulties arise. They are confident users of a wide range of information and communication technology equipment and have a very thorough understanding of how it is used in the wider world.

64. The subject is led and managed very well. There is a clear vision of exactly how the subject can be taught successfully throughout the school. As a result of the new resources and their efficient use, the standards are continuing to rise rapidly throughout the school. Pupils, therefore, are extremely well prepared for the work they will be encountering in the middle school.

Information and communication technology across the curriculum

65. The school has worked hard to find useful and profitable links with other subjects to make learning more relevant and fun as well as using learning time more effectively. For example, in Year 2 the pupils use the Internet to find out more about Samuel Pepys to enhance their history work. They also successfully use a digital camera to take photographs of the pots they make in art and design. In English lessons the pupils use the laptop computers to improve their spelling and understanding of such things as prefixes and contractions. Learning in mathematics in Year 3 is made more effective through the use of programs to reinforce understanding of place value. In Year 1 the pupils program a floor robot that has been disguised as a dinosaur to visit its cave to make their work in mathematics and dinosaurs more exciting.

HUMANITIES

66. Three lessons were observed in religious education and two in each of geography and history. It is not possible to give an overall judgement about the provision and standards in these subjects. Further evidence came from teachers' plans, pupils' previous work, school documents, displays and talking with staff and pupils.

Religious Education

67. The school places a strong emphasis on caring for others and learning about family life as well as the understanding of different faiths and cultures. Pupils have a positive attitude to the subject and speak enthusiastically about what they have learned. In the two lessons observed, teaching was good overall. Teachers planned well and demonstrated good subject knowledge. They had high expectations of what pupils could achieve and designed tasks that were stimulating. Discussions are often sensitively managed and pupils' own values and beliefs are drawn on to enrich the work. A strong feature is the involvement of parents, guest speakers and visits to local places of worship to enable pupils to understand the beliefs and values of different faiths. In a Year 1 lesson, parents were invited to talk about the Hindu act of worship, known as 'puja'. Pupils listened with interest and displayed a clear understanding of different religions and religious symbols. As pupils come from many different faiths, they have very good opportunities to learn from each other. The school makes the most of this. For example, pupils from different backgrounds, supported by the subject leader, plan some of the assemblies about their faiths and present them to the whole school.

68. The subject is led well by an enthusiastic coordinator who has made many improvements, including planning links between the locally agreed syllabus and other subjects. This has helped to make learning more meaningful. The school is resourced well with artefacts and these are used effectively to deepen pupils' understanding. Assessment procedures are good and are also used effectively to enhance learning.

69. The **geography** curriculum is of a good quality. All the aspects of the subject are covered through the very detailed and thorough planning that is implemented throughout the school. The scrutiny of pupils' work indicates that standards achieved in Year 2 and Year 3 are good. In Year 1, pupils learn about the local area and in Year 2, they learn about maps, the wider world, including Scotland and study the physical and human features of a locality. Cross-curricular links are very good. In science, for example, a study of fruit and vegetables, supported by a visit to a local

supermarket and a visit to a synagogue, contributed well to learning in a range of subjects, including geography.

70. In a very good Year 2 lesson the teacher had a very good grasp of subject knowledge and pupils responded very positively to the well-planned activities based on studying life on an island. The pupils made informative comparisons between features on the island and of those in their own local area. The stimulating teaching and the well deployed support of the teaching assistant ensured that pupils' learning was maximised.

71. There is good achievement and progress in **history** as pupils move through the school. In Year 1 pupils study history through the theme of 'Toys', in Year 2 they look at the events and characters at the time of the Fire of London and in Year 3 pupils focus their learning on the Roman period. A wide range of visits and school events enriches the curriculum further including a Roman Day and theatre workshops.

72. Both subjects are led and managed very well by a very enthusiastic coordinator. She checks standards carefully across both subjects by sampling pupils' work and monitoring teachers' planning on a regular basis.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. One lesson was seen in art and design, music and design and technology. Two lessons were seen in physical education. The evidence stems from talking with pupils as well as teachers' planning, pupils' previous work and displays around the school. However, there is insufficient evidence to make an overall judgement about provision in these subjects.

74. In **design and technology** National Curriculum requirements are met. In all classes, pupils complete design sheets, identify materials and discuss how completed models could be improved. Resources are good and are easy for pupils to reach. Discussion with pupils from Year 1 to Year 3 confirmed very positive attitudes and enthusiasm for the subject. Pupils are able to explain clearly and with confidence how they approach their design planning, including the use of a pneumatic system to create movement.

75. Displays around the school indicate that all aspects of **art and design** are taught. Pupils learn a variety of skills and paint in the style of different artists, such as Monet, Picasso and Lowry. In discussion with pupils from Year 1 to Year 3, pupils displayed considerable knowledge about different artists. A Year 3 pupil described very clearly how a painting in the style of Mondrian could be created using a computer. Although, no conclusive judgement can be made about provision standards are at least satisfactory and requirements of the National Curriculum are being met.

76. In **music**, pupils have a wide repertoire of hymns and songs that they like to sing tunefully and with good expression. In the one lesson observed, pupils were developing skills in percussion, playing instruments appropriately and following rhythmic patterns. Teachers' planning shows that all relevant skills are taught systematically. This was an area of concern identified in the previous inspection. Weaknesses have been overcome and the requirements of the National Curriculum are met. Resources are good and enhance pupils' experiences of music.

77. **Physical education** has a good allocation of curriculum time with classes having two good length sessions each week. There is a good and comprehensive scheme of work, covering all aspects of the curriculum, to help teachers plan suitable work. This ensures that the pupils are taught effectively the relevant knowledge and skills. The lessons seen were of good quality and the Year 3 gymnastics lesson was very good as all the pupils were actively involved throughout. The dance club is a very useful addition to the provision and the pupils participated successfully in a recent local dance showcase. The outdoor environment includes a trail for pupils to follow and improve their fitness. Games and equipment are provided at playtimes to give pupils further opportunities to hone their skills. The school is currently working towards gaining a healthy schools award and improving the games provision through links with local professional football

clubs. The school holds a sports' day each year that is great fun and well attended by parents and carers.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. There is a whole school approach to developing personal, social and health education through a planned programme, which is embedded in the curriculum. The high level of involvement in all aspects of the school's life enables pupils to develop as honest and mature individuals who carry out their responsibilities conscientiously. For example, pupils are consulted fully as part of the process of formulating the school's improvement plan. They are helped to identify the areas in which the school should improve, to monitor how well they are taught and to set targets for teachers. This helps them to understand the roles of adults in school and the importance of teamwork. Pupils are made fully aware of the appropriate use and abuse of drugs, the importance of good relationships, and how to stay safe in and out of school. They learn how to ask for help and to resist pressure to do wrong. Assemblies promote very good personal development and 'Circle Times' provide opportunities for pupils to discuss and raise issues that concern them in a constructive manner. Religious and ethical teaching in assemblies and the school's very good provision for pupils' spiritual, moral, social and cultural developments enable them to consider a range of moral issues and prepare them for a life as citizens in society as a whole.

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	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3
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).

