

# INSPECTION REPORT

## **Cardinal Road Infants and Nursery School**

Feltham

LEA area: Hounslow

Unique reference number: 102471

Headteacher: Mrs M. Novak

Lead inspector: Mrs S. Vale

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> April

Inspection number: 266564

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Community
School category:	Infant
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	261
School address:	Cardinal Road Feltham Middlesex
Postcode:	TW13 5AL
Telephone number:	02088906306
Fax number:	0208893 7179
Appropriate authority:	LEA
Name of chair of governors:	Mrs R. Stevens
Date of previous inspection:	19.4.1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in south-west London in Feltham in the London Borough of Hounslow and has three forms of entry. Children's attainment on entry to the Foundation Stage is below that expected for their age. They start the nursery when they are aged three, and leave the school at the end of Year 2 when they are seven. The new head teacher was appointed this academic year in September 2004. There are 261 girls and boys on roll including 70 part time nursery places. The clientele of the school is changing. The school comprises of 60 per cent White British children and 40 per cent from other ethnic backgrounds with the largest group being Black African. The number of pupils who have English as an additional language has increased in the last two years from nine per cent to 23 per cent; this is high when compared nationally. The main languages spoken are English, Urdu, Punjabi and Somali. At 24 per cent, the school has a considerably higher than average number of families in overcrowded households and lower socio economic groups. The percentage of pupils eligible for free school meals has increased over the last two years and, at 38 per cent, it is above the national average. There are 23 per cent of pupils identified as having special educational needs, with seven pupils having a statement of particular need. In Year 2, 46 per cent of the pupils are identified as having special educational needs. A newly formed speech and language unit accommodates 30 pupils with speech and language difficulties from various schools in the borough. The school is involved in the 'Excellence in Cities' initiative and received a school achievement award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	Art and design, and design and technology.
13481	Mr D. Binfield	Lay inspector	
23805	Mrs M. Lygoe	Team inspector	English, music, religious education, special educational needs.
32181	Mrs. M. Coles	Team inspector	Science, information and communication technology, physical education, citizenship, English as an additional language.
1395	Mrs. P. Hoey	Team inspector	Foundation stage, mathematics, geography, history.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** and very inclusive school. Overall pupils achieve well as a result of very good leadership and management by the headteacher, good teaching and a very good start to their nursery education. From their low starting point on entry pupils achieve well within a good quality of education to reach average standards overall by Year 2. They reach above average standards in mathematics and information and communication technology. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and management and gives the school a clear educational direction.
- The provision for pupils with special educational needs, including those who attend the speech and language unit, is very good.
- Provision for pupils with English as an additional language is very good.
- Teaching overall is good and over one third is very good. There is consistently very good teaching in nursery and in the speech and language unit.
- Teaching assistants support pupils' learning very well.
- The care and welfare of pupils are very good.
- The curriculum is organised well and enriched by a range of interesting activities.
- Attendance is poor despite the school's very good efforts to encourage pupils to attend.
- Very good assessment supports pupils' learning very well.
- At the end of Year 2, standards in mathematics and information and communication technology are above national averages.
- Pupils' written work is not always presented well.
- There are very good links with other schools.

Good progress has been made in addressing many of the key issues since the last inspection. Standards have been steadily rising over the last few years. Standards in English and science have improved over time, despite a slight drop in the present Year 2. A framework has been established for the regular monitoring of teaching and learning. Good practice is shared amongst the staff. Subject coordinators have regular time to monitor standards and to work in their subject areas and there are secure plans to ensure that this is on-going. Provision for the spiritual development of pupils has improved and is now satisfactory. Teaching and learning have also improved and a positive school ethos has been established.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	E	C	C	A
writing	D	C	C	A
mathematics	D	B	B	A

*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 **achieve** well overall. The Year 2 test results for 2004 show that pupils do very well when compared with similar schools. Many children start school with lower levels of attainment than expected nationally. They achieve well in the Foundation Stage and are on course to meet the early learning goals set for them nationally in mathematics, personal, social and emotional development, knowledge and understanding of the world, creative and physical development. They are unlikely to meet them in communication, language and literacy. Pupils continue to achieve well in Years 1 and

2 and, even though forty six per cent of the cohort in Year 2 have special educational needs, they are likely to achieve above national average results in mathematics. In English, speaking and listening skills are average and pupils use their skills well in other subjects. Standards in reading and writing in the current Year 2 are below the national average. In information and communication technology, standards in Year 2 are above national expectations. Standards in all other subjects are in line with those expected for their age. Provision for pupils with special educational needs, English as an additional language, and pupils in the speech and language unit is very good. They achieve equally as well as their peers.

Pupils' personal qualities are **good**. The pupils have good attitudes to learning, promoted by a positive school ethos and they behave well. The care and welfare of pupils are very good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is poor despite the school's very good efforts to encourage pupils to attend. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching is **good** overall with just over a third of it very good. Teachers have high expectations of what pupils can achieve and, as a result, pupils' learning moves forward quickly. The teaching successfully promotes equality of opportunity. Very good assessment procedures support pupils' learning as they show areas that need further development. Teachers plan work carefully to meet needs. However pupils' written work is not always presented well. Support staff are used effectively to assist pupils' learning. They help them stay on task and learn essential skills in order to achieve in their learning. The curriculum is broad and gives pupils a good opportunity to experience a wide range of activities. This promotes their enthusiasm and desire to learn more. There are satisfactory opportunities for enrichment and extra-curricular provision. The school's partnership with parents is good, as are its links with the community. There are very good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

The school is led and managed **very effectively**. The headteacher provides very good leadership. The daily management of the school is very efficient. The detailed school development plan reflects a strong team ethos to move the school forward. There is an effective senior management team that works closely with the headteacher. The school has started to analyse data carefully in order to work out where improvements are needed. Priority is given to the training and development of teachers and teaching assistants and this is linked closely to areas of development in the school improvement plan. The governors are knowledgeable of the strengths and the weaknesses of the school and support it well. They ensure that all statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents are very pleased with the education that their children receive. They are particularly pleased with the ethos of the school, which they feel is very welcoming and reflective of all the different cultures. The pupils also enjoy being at school and feel that they 'learn lots.'

## **IMPROVEMENTS NEEDED**

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

- Improve presentation of pupils' written work.
- Raise attendance levels further.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects courses**

Pupils' achievements are good. The pupils make good progress from a below average starting point. The school has a higher than average number of pupils whose first language is not English and nearly half the current Year 2 pupils have special educational needs. These factors are having an impact on standards in reading and writing, which are below average. Standards in mathematics and information and communication technology are above average by Year 2.

#### **Main strengths and weaknesses**

- In the Foundation Stage, children make very good progress in the nursery and good progress in the Reception classes.
- Standards in Year 2 are average in speaking and listening, but below average in reading and writing.
- Standards are above average in mathematics and in information and communication technology.
- Speaking and listening skills are developed very effectively in every subject, and underpin the good progress pupils make particularly in mathematics and science.
- Pupils with special educational needs and those learning English as an additional language achieve well.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.0 (15.8)	15.8 (15.7)
writing	15.0 (14.6)	14.6 (14.6)
mathematics	17.0 (17.2)	16.2 (16.3)

*There were 84 pupils in the year group. Figures in brackets are for the previous year*

#### **Commentary**

1. Children's attainment on entry to the Foundation Stage is below what is expected for their age. An increasing number of them are entering the school at the early stages of learning English. Progress in the nursery is very good because teaching is consistently very good. In the Reception classes, children make good progress overall. They are on course to achieve the early learning goals in all areas of learning except communication, language and literacy.

2. Results of national tests for pupils aged seven have improved steadily over the last four years. The 2004 test results for Year 2 in reading and writing were average and results in mathematics were above average. Teacher assessments show that standards in science were average. When compared with similar schools standards in reading, writing and mathematics were well above average.

3. Standards in Year 2 are currently below average in reading and writing. After four years of steadily rising standards this drop is directly related to the very high number of pupils with special educational needs in this year group. Nearly half the pupils in Year 2 have special needs and the school allocates a high level of additional support, often in literacy, to help these pupils. Standards in reading and writing in Year 1 are average, and show that the school's drive to raise standards is continuing. The presentation of pupils' written work is not well done and writing is often untidy.

4. Standards in mathematics and in information and communication technology are above average in Year 2. In religious education standards are in line with the locally agreed syllabus. Standards in all other subjects are in line with national expectations in Year 2.

5. The upward trend in standards over recent years can be attributed to strong leadership and good quality teaching. Although standards in reading and writing are below average in Year 2, the pupils are making good progress. Standards in speaking and listening are average and reflect the school's strong emphasis on developing pupils' oral skills. Teachers and teaching assistants speak clearly and provide very good role models in developing listening as well as speaking. By Year 2, pupils speak confidently and listen carefully.

6. Standards in mathematics are above average and pupils across the school demonstrate good skills with number. The focus on developing pupils' speaking and listening has a beneficial impact on mathematics. Teachers encourage pupils to talk about their work, and the pupils become familiar with using a good range of mathematical vocabulary. The teachers are particularly effective in teaching problem solving strategies and pupils confidently apply their good number skills.

7. By Year 2, pupils develop a sound understanding of science. Standards in science have been maintained since the last inspection and pupils make good progress. Achievement is good because teachers have high expectations of what can be done in the time available. They continually involve pupils in discussion, and ensure that they use the correct scientific vocabulary.

8. Standards in information and communication technology have risen and are above average in Year 2. Pupils have good opportunities to use computers in the classrooms, and the use of the newly equipped computer suite has had a significant influence on raising standards. Most teachers have very secure computer skills and use the interactive white boards well to enhance their teaching and pupils' learning. Year 2 pupils use computers confidently. They organise and classify information, edit their work and paste pictures into text well.

9. Pupils with special educational needs achieve well because they are given very good support. They make good progress in their work and are usually successful in meeting the targets on their individual education plans. Targets are reviewed each term and progress is closely monitored. Pupils identified as gifted and talented achieve well because work is usually sufficiently challenging. Those pupils with English as an additional language also achieve well. Support for those at the early stages of learning English is very effective, and teachers are careful to ensure that new subject vocabulary is carefully explained. As a result, all pupils have full access to the curriculum. Staff successfully support pupils who have behavioural difficulties. Pupils usually respond well because they are treated calmly and consistently.

10. Data analysis of standards based on ethnicity has revealed lower standards in reading and writing among white boys. Teachers have introduced various strategies to interest, motivate and support these pupils, but at present many white boys continue to need support in literacy. There are, however, examples of good progress and the school has rightly identified this as an area for continued focus.

11. Pupils attending the speech and language unit achieve well in relation to their specific targets. Teaching is consistently very good and all work is carefully planned to cater for individual needs. Progress is continually monitored. The pupils show increasing confidence and self-esteem because they know that their efforts are genuinely valued.

### **Pupils' attitudes, values and other personal qualities**

Good attitudes and behaviour make an important contribution to learning. Attendance is poor and this is impeding the progress of some pupils. Provision for spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- Pupils are keen to learn and work hard.
- There is close co-operation by pupils from the different cultural backgrounds.
- The wide range of activities provided has a positive impact on pupils' personal development.
- Many parents do not ensure that their children attend school regularly.

## Commentary

12. Children in the Foundation Stage are keen, enthusiastic and really want to learn. This conscientious approach continues in Years 1 and 2 and pupils co-operate fully with teachers and support staff. In lessons, they listen attentively and speak up well when answering questions and contributing to class discussions. There is good co-operation when pupils work in teams or small groups. Pupils of all ability levels try hard when undertaking written work, although the overall standard of presentation needs to be improved. Practical tasks are undertaken with care and enthusiasm. A very good example of such qualities helped to ensure the success of a Year 2 gymnastics lesson.

13. Pupils behave well in classrooms and around the school. They respect the school rules and respond positively to the rewards scheme. The few incidents of serious misbehaviour, including bullying, are dealt with quickly and fairly. There were no exclusions last year. Pupils from different cultural backgrounds mix well and a high level of racial harmony prevails. The school's high expectations for behaviour and the good relationships between pupils help to ensure that a calm and friendly atmosphere is maintained throughout the school day.

14. Very good provision is made for pupils' moral and social development. This is well supported by the personal, social and health education programme. Whole class discussions are used effectively to stress the importance of fairness, honesty and respect for the views of others. Pupils learn the importance of behaviour rules and the need to distinguish right from wrong. Work on this is re-enforced during daily assemblies and through talks by visiting speakers. Personal development is helped by educational visits, participation in school clubs and in special events such as school concerts. Pupils are encouraged to take on responsibilities including acting as the daily class 'Star Helper' and by serving on the school council.

15. The provision for spiritual development has improved since the last inspection and is satisfactory. Good arrangements are made for cultural development. The main Christian festivals are celebrated whilst the beliefs of Muslim, Sikh, Hindu and Jewish religions are marked by special events. Opportunities for reflection are observed well at daily assemblies. A Year 2 assembly about the life and work of Mother Theresa enabled children to appreciate the help given to those in need. The recent Black History Week was a particularly successful event. Children are involved extensively in fund raising to support home and overseas charities, including the Tsunami disaster. All pupils take part in music and drama productions and there is good co-operation with the local Arts Association.

## Attendance

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	6.1	School data	1.1
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.*

16. The overall attendance of 92.8 per cent in 2003/04 was below the national average. Unauthorised absence is much higher than that seen in most primary schools. Over one quarter of pupils aged five and over have attendance records of below 90% during the current school year. Such high levels of absence are having an adverse impact on the pupils' learning opportunities.

Punctuality is satisfactory. The vast majority of children regularly arrive on time but a small number are often late.

17. The school has very good procedures for promoting high attendance and punctuality. Work in this area is helped by the close co-operation with the education welfare service. The sustained efforts made have led to an improvement in attendance levels since the last inspection. Despite this progress, attendance does not reach the good standards that pupils show in their attitudes, behaviour and personal development. Some parents do not give the high level of support for attendance that they provide for many other aspects of their child’s education. Further improvements in attendance would make an important contribution to raising standards of achievement still further.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Strengths include the very good leadership and management of the school, supported by good teaching and learning. There is very good care and support for children. The whole curriculum is enriched by a good range of extra-curricular activities. Good teaching and staff deployment mean that children achieve as well as they can in national tests.

### Teaching and learning

Teaching and learning are good overall for children in Reception and for pupils in Years 1 and 2. In the nursery, teaching and learning are very good. Assessment procedures are very good overall and used well in planning.

### Main strengths and weaknesses

- Teachers in the very good lessons have high expectations of their pupils and set challenging tasks.
- Teachers have good subject knowledge and use it well to plan stimulating lessons that promote pupils’ interest and motivation well.
- Teaching assistants are very well trained and effectively deployed to provide valuable support, particularly for pupils with special educational needs, or English as an additional language.
- All pupils are fully included in the learning opportunities available irrespective of ability, gender or background. Teachers and teaching assistants work very effectively to ensure total inclusion.

### Commentary

#### **Summary of teaching observed during the inspection in 51 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	20 (39%)	18 (35%)	12 (23%)	1 (2%)	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. Since the previous inspection, there has been an improvement in the overall quality of teaching. At the time of the last inspection, teaching was judged to be good; there is now a greater proportion of very good teaching. There is some variation between classes. Teaching was consistently very good in Nursery and in the speech and language unit. Examples of very good teaching were also seen in Reception, and Years 1 and 2. Only one unsatisfactory lesson was observed.

19. The quality of teaching in the nursery is consistently very good. Its significant strength lies in a clear understanding of the needs of three year olds and the importance of providing an appropriate range of activities each session to develop children’s academic, physical and personal

skills. Teaching is good in the Reception classes. Reception and nursery teachers plan together to ensure a consistent approach and coverage of the curriculum. There is a good working partnership of staff in these classes. Lessons are planned well and language development has a high priority within this planning. Assessment overall is very good, with clear targets being set for individual children. All staff in the Foundation Stage have high expectations for sensible behaviour, mutual respect and co-operation and these are successfully achieved.

20. Provision for pupils with special educational needs, English as an additional language and for pupils in the speech and language unit is very good. These pupils are supported well in lessons and receive very good guidance and help from learning support assistants.

21. Where teaching is strongest, teachers have very high expectations of their pupils. This is reflected in well planned lessons where teachers use their very good subject knowledge to challenge and motivate their pupils. Pupils, right from the very youngest in the school are aware of what is expected of them and respond appropriately. Positive attitudes are established. The quality of learning is enhanced further through raising pupils' enjoyment in lessons. In lessons judged to be satisfactory, teachers were less secure in their knowledge and pupils were not challenged sufficiently in their learning.

22. Assessment is very good overall. The school has developed effective, manageable and meaningful systems to assess all pupils' progress regularly. Teachers, particularly in English and mathematics, are using the information effectively to inform future planning and teaching. The results of assessments are used well to inform staff about how their teaching and the overall curriculum may need to be adapted, as well as to identify which pupils have particular talents or require extra support. Marking is used well, giving pupil very clear guidance on what they need to do to improve.

23. Teachers know their subjects well, and use their knowledge effectively to plan enjoyable activities and lessons, particularly using the interactive whiteboard. This promotes pupils' interest and motivates them to do well. Lessons are mostly conducted at a brisk pace and, combined with the good use of the interactive whiteboard, produce good quality work.

24. Teaching for those pupils identified with special educational needs is very good, enabling them to make good progress and to have full access to the curriculum. The teachers ensure that work is suitably varied for all those who need additional help and the support given by teaching assistants is very good. Identification of special needs is made as soon as it becomes clear that a pupil needs additional help. Assessment is thorough. The class teachers and teaching assistants carefully monitor progress towards individual targets.

## **The curriculum**

The school provides a wide range of interesting and worth while activities that prepare pupils well for the next stage of education. The accommodation and resources to support pupils' learning are good. The curriculum has improved since the last inspection.

## **Main strengths and weaknesses**

- Inclusion is a strong feature of the school.
- The curriculum is organised well and enriched by a range of interesting activities.
- Good use is made of the accommodation, staffing and resources.

## **Commentary**

25. The curriculum is broad and balanced and adapted successfully to meet the needs of all pupils. There is a coherent and cohesive curriculum framework supported by detailed policies and schemes of work. This ensures continuity and coverage across and between year groups. The school has addressed the issue identified at the previous inspection of giving sufficient attention to experimental and investigational work in science well.

26. The curriculum in the Foundation Stage is good and is effectively planned around the six areas of learning, with an appropriate emphasis on activity, experience and exploration. The carefully planned and organised curriculum is taught in a lively way. There are good arrangements to ensure continuity when children transfer to work based on the National Curriculum.

27. The curriculum for pupils in Years 1 and 2, whilst focusing on the core subjects of English, mathematics, science and information communication technology, has continued to develop and all the other subjects are given an appropriate allocation of time. The school has effectively adopted the two national strategies of literacy and numeracy and suitable emphasis is placed on the development of these areas; not only through lessons in English and mathematics, but also through other subjects of the curriculum. This is effective in helping pupils apply their skills in a range of appropriate contexts.

28. The fair and equal treatment of pupils permeates all aspects of the curriculum. Provision for ensuring that all pupils are fully included in the life of the school is good. Pupils with English as an additional language, those from different ethnic backgrounds and those with special educational needs are fully involved in all activities. Girls and boys participate equally in the activities offered. The culture of the school, evident in displays, lesson content and notices is one of celebration of diversity. All pupils are valued and their achievements celebrated.

29. The curriculum is enhanced by visits to places of interest linked to the topics studied. Good use is made of community figures who visit the school to talk to the children. There are a number of positive features to community involvement and pupils benefit from these.

30. The attractive accommodation with its many interesting features including a large hall, information communication technology suite, library, music and drama studio and covered walkway offers many opportunities to support the curriculum. The headteacher, staff and governors are well aware of its possibilities and use the building effectively. They are seeking ways of improving the outside play area for Reception children and providing some form of shelter for both nursery and Reception children so that they can use the outdoors all year round. Learning resources are well cared for and are used effectively to support the curriculum and to ensure high quality learning. Classrooms and corridors contain stimulating and informative displays that contribute to the attractive learning environment. Pupils benefit from the interactive white boards that are used very well to help pupils learn effectively.

31. The school is generously staffed and all staff are deployed very well with their strengths taken into account. Support assistants play a valuable role, assisting pupils' learning effectively.

## **Care, guidance and support**

Very good provision is made for children's care, welfare, health and safety. Academic progress and personal development is monitored very effectively. Very good arrangements are made to take into account pupils' views.

## **Main strengths and weaknesses**

- High quality pastoral support is provided to all children.
- Effective arrangements are made for health and safety.
- The school council has an influential role.

- Arrangements for induction and transfer to the junior school are very good.

### **Commentary**

32. The school has a very supportive and caring approach that is much appreciated by the pupils and their parents. Pastoral advice and guidance has a high priority and pupils are encouraged to discuss any concerns with teachers and other staff. The particular needs of pupils at the early stage of learning English and those with special educational needs are dealt with effectively. Academic progress is monitored carefully through the successful assessment arrangements that enable key targets for improvement to be shared with parents and their child. Guidance from the class teacher and support staff helps personal development. The on site breakfast and after school club, arranged under a community programme, provides a valued service for some pupils from this and two nearby schools. Pupils, including those from other schools in the Borough, who attend the speech and language unit, are looked after very well.

33. Governors give a high priority to health and safety issues. Regular inspections and risk assessments are undertaken and clear written procedures are in place. Good facilities, including wheelchair access, are available to help persons with disabilities. Accidents and illness are dealt with efficiently by staff trained in first aid. Effective arrangements are in place for dealing with child protection. The health education programme includes advice on personal hygiene, safety and healthy eating.

34. The school council has an important and effective role that is valued by staff and governors. The elected representatives undertake their responsibilities well. Issues considered this year include playground activities and equipment, the quality of school lunches, maintenance of facilities and support for charities. Regular whole-class discussions during 'circle time' enable pupils to contribute to personal development, for example, on such matters as behaviour rules and the awards scheme.

35. Induction procedures for the nursery and the Reception year include a home visit by staff. Parents and the children visit the school facilities towards the end of the term before they start school. Full details are provided to parents at an inaugural meeting and in writing. Pupils joining the school at a later stage receive a warm welcome. Very good arrangements are made for the transfer of Year 2 pupils to the nearby junior school. There is close co-operation between the staff of the two schools about pupils' academic and personal needs. Pupils are shown round the junior school beforehand and meet their new teachers.

36. Provision for those pupils identified with special educational needs is very good. Individual education plans are very clearly written; targets are measurable, and are reviewed each term. Work is varied to ensure that all pupils are included in the full curriculum.

### **Partnership with parents, other schools and the community**

Good partnership arrangements with parents make an effective contribution to the work of the school. Very good links with other schools and good involvement with the community have a strong influence on pupils' learning and development.

### **Main strengths and weaknesses**

- Parents are very supportive of the school's work.
- Good information is provided about the school and pupils' progress.
- There is close co-operation with other educational institutions.

### **Commentary**

37. Several parents undertake voluntary work in classes such as assisting with reading and writing. Others help with school trips and special events. Parental interest is reflected in the high

attendances at meetings about the curriculum and pupils' progress, school concerts and special assemblies. Most parents give good support to work undertaken at home, especially with reading. However, a minority of parents do not support homework and some fail to ensure their child attends school regularly. The parents' association organises a fund raising programme including a summer fayre and cake sales. Last year the proceeds of £2,500 were used to provide interactive whiteboards in classrooms thereby significantly improving pupils' learning opportunities.

38. The school has very good relationships with parents. An 'open door' policy enables them to raise any concerns by informal discussions with the headteacher and staff. Helpful details about the school are set out in regular newsletters, the prospectus and the governors' annual report. Each half term parents are advised about the main areas to be studied. Good information about pupils' progress is provided at consultation meetings with teachers and specialist staff. The annual written reports are a high quality and include targets for improvement.

39. The school works closely with other schools and especially so with the nearby junior school. Good liaison has contributed to the successful launch of the new Speech and Language Workshop on this site that is attended by pupils from a number of schools in the local authority. The headteacher is a member of the Feltham Headteacher's' Group. Staff regularly augment skills by attending training courses organised by the education authority. Teaching experience is provided for students from Brunel, Kingston and Roehampton Universities. Child care students and trainee teaching assistants from nearby colleges are also able to acquire practical experience. Work experience opportunities are offered to students from local secondary schools.

40. Visiting speakers help to extend pupils' learning opportunities. Examples include talks at assemblies or in class by the community police officer, fire fighters, a librarian and the school nurse. Volunteer community helpers provide valuable support during lessons when helping with reading. The Feltham Arts Association supports work in art, craft, whilst the Feltham community college helps with soccer training. The school has a partnership arrangement with an independent organisation who provide the breakfast and after school clubs.

41. Support for pupils with special educational needs is very good. There are strong links with outside agencies and the school is effective in consulting parents when their children are identified as having special educational needs. Parents are regularly invited to meet teachers to review their child's progress and to discuss new individual education plans.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are very good. A knowledgeable and understanding governing body ensures that governance of the school is good. All members of staff work together well to create and support the clear educational vision for the development of the school.

### **Main strengths and weaknesses**

- There is very good leadership by the headteacher.
- The head teacher has a clear vision for the development of the school.
- There are clear lines of communication between all parties involved in the school.
- The governance of the school is good.
- There is very good management that represents a school with high expectations.

### **Commentary**

42. The leadership and management of the school are very good. The governance of the school is good. The school faces a number of challenges to raising achievement, such as increasing levels of mobility, increasing numbers of pupils from lower income families, and growing numbers of pupils with special educational needs. Since the previous inspection there are more children attending the school who are learning English as an additional language. The headteacher was appointed in September of this academic year and has continued to build on the established successes of the school. The headteacher has established a clear educational direction for the

school that focuses on raising pupils' achievements, self-confidence and standards of attainment. The school development plan is very detailed, containing targets for improvement across all subjects and aspects of the work of the school. Areas of development are monitored and regularly reviewed by both senior staff and governors. There are clear lines of communication so that all who work in the school are able to carry out their jobs effectively. Review and school self-evaluation meetings are regularly held to assess progress and agree the next steps. Teaching and learning, especially in English, mathematics, science and information and communication technology, are monitored closely. There are detailed plans for the monitoring of all subjects over the next year. Examples of good practice are shared with other staff.

43. Strong emphasis is placed on effective, assessment systems to track pupils' progress, developing a stimulating and relevant curriculum. Pupils comment about how much they enjoy school and they and their parents related that they want to come to school and learn. This is creating an enjoyable and purposeful learning environment.

44. There is a clear view among staff and the governors of the need to ensure that pupils achieve as well as they can. They share the clear view of the headteacher. The school is fully inclusive. Data are analysed thoroughly to ensure that all pupils are making the progress they should. The progress of different ethnic groups is carefully analysed and there is little difference between the attainment of boys and girls.

45. There are very good procedures for self-evaluation, performance management and staff development that help to identify and bring about further improvements. These, too, are linked to the school's priorities.

46. The leadership and management of pupils who have English as an additional language are good. All pupils are assessed and their stages of language acquisition are determined and recorded and their progress is tracked and monitored against the targets set for raising standards. All bilingual pupils, including those who have special education needs, are provided with good support. Data from statutory and optional tests are analysed well and the school is paying careful attention to improve all pupils' standards, including for those who speak English as an additional language.

47. The management of special educational needs is very good. The special educational needs co-ordinator has done much to raise the profile of this area.

48. A knowledgeable governing body support the school well. Together with the headteacher and senior management team, they contribute to the vision and direction of the school. Governors have a clear idea of its strengths and weaknesses, and make decisions on an informed basis, visiting the school, following up links with classes, analysing data and monitoring finances. The governing body has vacancies and they are actively recruiting parents who represent smaller ethnic minority groups in the school so that their views can be represented within the leadership and management.

49. The governors and headteacher ensure that the budget reflects the school's educational priorities. Satisfactory financial procedures are in place and governors monitor the financial position during the year. Whilst expenditure per pupil is very high, this takes into account the specific extra funding for the speech and language unit. The principles of best value are applied fully and the school provides good value for money.

## Financial information

### *Financial information for the year April 04 to March05*

Income and expenditure (£)		Balances (£)	
Total income	1,110,550	Balance from previous year	80,958
Total expenditure	1,110,550	Balance carried forward to the next	35,715
Expenditure per pupil	3,966		

## SPEECH AND LANGUAGE UNIT

Provision is **very good** and pupils achieve well.

### Main strengths and weaknesses

- Teaching is consistently very good and pupils achieve well.
- Assessment is very detailed and work is carefully planned to cater for the needs of each individual.
- Links with parents are very good.
- Leadership and management of the workshop are very good and reflect a strong commitment to inclusion.

### Commentary

50. The speech and language workshop opened in September 2004 and occupies a suite of rooms within the school. Pupils are admitted from various settings, including other primary schools across the borough, and are taught in small groups organised according to age. They attend part-time and those of school age spend the rest of the week in their “home” schools.

51. Teaching is consistently very good. The teacher, teaching assistant and the speech therapist work extremely effectively as a team. They have a very good understanding of the needs and interests of the age groups and very good knowledge of language development. Pupils achieve well because they feel confident that their efforts are valued, and they feel secure in communicating their ideas because they know that adults will listen. Staff skilfully adapt their approach to match pupils’ needs. Individual pupils are taught strategies which will help them improve their skills. Staff use signing as well as speech when they work with children in the younger group (nursery and reception age). Activities are explained clearly and simply, with an emphasis on relevant vocabulary. Every activity has a specific language focus and pupils are encouraged to listen, think, talk and communicate as they work. While the support is intensive, pupils do not feel pressured, and try their best in this very supportive setting

52. All activities are planned very thoroughly. Planning is based on a highly detailed knowledge of individual needs and on day-to-day assessment of progress. Work for Year 1 and 2 pupils is often linked with science, history, geography and art. This helps to ensure that pupils have full access to the National Curriculum. Links with the pupils’ home schools are very good, and assessments, for example of science, are shared. The speech therapist works regularly with those pupils who need her help and she shares her assessments and expertise with the other staff.

53. Links with parents are very good and they are invited to visit regularly and to become involved in their children’s learning. The workshop is led and managed very well. The teacher has a clear vision of how this valuable resource could be developed further. Staff have a strong commitment to inclusion, and good links with the local authority ensure that transport is provided where necessary. As a result, pupils who are identified as needing this specialist support have access to the workshop.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

#### **Personal, Social and emotional development**

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

#### **Main strengths and weaknesses**

- Children quickly develop confidence and self-esteem.
- Children behave very well and know the difference between right and wrong.
- Trusting relationships between all adults and children result in a pleasant environment for learning.

#### **Commentary**

54. The programme for children's personal, social and emotional development is good in both the nursery and the reception classes. All children make good progress towards meeting the early learning goals of the Foundation Stage Guidance because staff identify their individual needs at an early stage and make sure they are met effectively. The adults know the children well and expertly establish warm and trusting relationships with them. Children enjoy coming to school and staff ensure they settle quickly and confidently through a carefully structured induction programme.

55. A purposeful learning environment is created where children have frequent opportunities to choose from a range of inviting activities as well as being required to join in focussed sessions. The well-ordered routines ensure that children are taught systematically to be independent and co-operative. The children willingly work together to complete tasks and this is evident at "tidy up time" which is well-ordered and efficient.

56. Behaviour is good: adults provide clear boundaries and set high expectations and children respond well. Children listen carefully to instructions and participate enthusiastically in the thoughtfully prepared activities. They persevere and concentrate with tasks, at times becoming totally absorbed in them.

57. Adults provide good role models. Emphasis is given to encouraging children's sensitivity towards others. The children are learning to respect one another's feelings and develop an awareness and understanding of those of other cultures and beliefs through stories and the celebration of a variety of festivals.

58. The three year olds in the nursery grow in confidence so they are able to express their emotions and feelings as they talk in small group time. High quality relationships lead to good progress in this area of learning. Children are resourceful and adaptable in reception with a sense of fun in all they do and staff nurture these qualities successfully.

#### **Communication, language and literacy**

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

#### **Main strengths and weaknesses**

- Good attention is paid to incorporating communication, language and literacy development in all the activities provided.
- Children are encouraged to try out their knowledge in writing at a very early stage.
- Children express their views confidently.

## Commentary

59. From a below average start for many children in the nursery, children make good progress in developing their skills of speaking, listening, reading and writing in the Foundation Stage because of the very good teaching in the nursery and the high priority given to the language and literacy in the reception classes. However, because of the low starting level for many children, a significant number do not reach the nationally expected levels by the time they enter Year 1.

60. In the nursery, staff use sensitive questioning techniques and give thoughtful responses to encourage children's confidence in oral work. Children in the reception classes express their views confidently and without inhibition. Staff support them effectively. Children learning English as an additional language are assessed as soon as possible to determine their levels of fluency in English. Staff use the information to plan for the next steps in the children's learning.

61. A wide variety of experiences are provided to stimulate children's language and encourage them to talk as they engage in a range of activities, including role-play and group sessions. In the reception classes, children build on their previous experiences, share ideas and answer questions. They are encouraged to talk about events in their lives and the topics studied.

62. A love of books is promoted by all adults. The variety, display and use of books in the nursery encourage children to browse purposefully and appreciate the importance of books. Similarly, in the reception classes, the value of reading is emphasised. Children make a sound start to reading as they learn about the structure of a book and listen with interest to stories. Sound and word recognition is a regular feature of the literacy hour and children use their phonic knowledge successfully when reading. Each room is well equipped with a suitable range of writing materials and children are encouraged to write for a variety of purposes. They understand that writing conveys a message.

## Mathematical Development

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- An appropriate range of activities and resources to support the learning of number, shape, space and measurement.
- The development of children's counting and number recognition skills are good.
- Teaching is good.
- Assessment is very good and effective use is made of it to plan future work.

## Commentary

63. Provision for children's mathematical development is good and many children are likely to attain the early learning goals by the time they enter Year 1. Children of all abilities make good progress. In the nursery, adults place an appropriate emphasis on the teaching of number skills through a range of practical activities, games and songs. Children have good opportunities to use mathematical terms and to explore ideas of shape, position and size in both spontaneous conversations and planned formal activities. The very good teaching in the nursery means that children think like mathematicians from an early age.

64. In the reception classes, routine activities, such as registration, help pupils to count and solve simple problems of addition and subtraction. Regular opportunities are provided for children to sort, match and order objects and to make simple patterns using a range of resources. They have an appropriate awareness of such terms as "in front of" and "behind" and use simple language of comparison appropriately. The quality of teaching is good; staff question children skilfully and encourage them to solve problems for themselves and become logical thinkers.

## **Knowledge and understanding of the world**

Provision for pupils' knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- A wide range of opportunities extends children's learning.
- Reception children are prepared well for Year 1.
- Children have a good experience of other cultures and beliefs.
- Learning is made enjoyable and interesting.

### **Commentary**

65. Children make good progress in this area of learning and they are likely to meet the national expectations by the time they are five years old. When they enter the nursery children are curious and enthusiastic about the environment, other people and features of the natural and humanly constructed world. The well-planned topics enable them to widen their knowledge and understanding of a world beyond their home and community. The very good teaching strategies employed in the nursery harness children's desire to investigate, explore and make new discoveries.

66. In the reception classes, too, children discover significant features of living things and make observations and record what they see. Staff use skilful questioning strategies together with well prepared resources to help children understand such topics as the life cycle of butterflies.

67. Boys and girls of all abilities are good at practical and technological activities. The children construct and build with a variety of materials, including construction kits, and learn appropriate techniques to enable them to develop their designing and making skills. Purposeful intervention by adults results in children being able to improve and refine their work. Computers are always available in the nursery and the reception classes. Children from an early age have a good control of the mouse and are developing an understanding of the functions of a computer. In reception, children use the computer suite regularly. They know how to log on, use a pass word and select items.

68. There are appropriate opportunities for children to develop an understanding of past and present in their lives as they celebrate birthdays and festivals. Children develop skills of prediction and scientific enquiry as they experiment in sand and water play.

## **Physical Development**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Carefully planned activities and teaching promote good achievement in this area of learning.
- Good hand and eye co-ordination is promoted in a variety of activities that require the use of small hand tools and writing materials.
- The outdoor provision is at an early stage of development in the reception classes.

### **Commentary**

69. Almost all children will achieve the expected levels for physical development by the time they leave reception because of the variety of opportunities provided and good teaching. The children are taught to handle small tools and equipment well. Most pupils demonstrate a good grip when using pencils to draw and write and can manipulate small items. Other physical skills, such as cutting and sticking, are well developed across the curriculum. Teachers give clear instructions and children follow them enthusiastically.

70. They move confidently, indoors and out, showing increasing control, co-ordination and awareness of space. They use a variety of equipment, such as wheeled toys, with confidence and concentration. Reception children during a lesson in the hall demonstrated not only good physical skills but a sense of creativity as they moved along a balance bar in a variety of imaginative ways.

71. There is a good balance between support, challenge and supervision for children as they use the equipment. The nursery children are supported well by staff who provide very good encouragement and praise. This has a significant effect in developing children's skills and in their willingness to accept new challenges. They are confident and yet careful in what they do. Staff give appropriate emphasis to health and safety and teach the children to carry and use equipment safely.

## **Creative Development**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A good range of resources provides a stimulus for children's creative play.
- Good opportunities are provided to develop children's imagination through role-play.

### **Commentary**

72. By the time they enter Year 1 children are likely to have reached the expected goals in this area of learning. Children's creativity is encouraged to flourish in all Foundation Stage classes. Nursery children have many opportunities to experiment with texture, shape and colour as they work with paint and other resources. In reception, staff give children scope to select materials for themselves and time to experiment. They only intervene to teach specific skills and vocabulary. Often children use information and communication technology to draw pictures.

73. Children learn to sing simple songs including many with actions from memory. This provision gives good support to children learning English as an additional language helping them to gain understanding of the themes through actions and to develop clear speech. They have an awareness of pulse and rhythm.

74. Reception children communicate their feelings and ideas with increasing skill and confidence as they draw in a colourful and vibrant way, make clay models or create a design from waste materials. Teaching is effective in ensuring the pupils have many planned opportunities to develop their ideas through role and imaginative play. In the nursery, the role play area, "The Baby Clinic" is well resourced and provided with suitable equipment that adds authenticity to learning. Key vocabulary is promoted effectively so the children for whom English is an additional language and those with special educational needs learn effectively in a stimulating setting.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision for English is **good**.

#### **Main strengths and weaknesses**

- Teaching is good and pupils achieve well.
- Speaking and listening skills are promoted very successfully.
- Pupils with special educational needs and those learning English as an additional language make good progress because they are given very good support.
- Pupils' written work is often untidily presented, and some pupils form their letters incorrectly.
- Subject leadership and management is good and standards have risen over time.

#### **Commentary**

75. Overall standards have risen steadily since the school was last inspected. In the Year 2 national tests in 2004 standards in reading and writing were in line with the national average and well above the average found in similar schools. Standards in the current Year 2 are below average in reading and writing. Speaking and listening skills are average. This is because nearly half the pupils in this year group have special educational needs and many need additional help in literacy. Standards in the current Year 1, where the level of special educational need is not as great, are average and indicate that the overall upward trend is being maintained. Most pupils are achieving well. Following detailed analysis of standards the school has identified some underachievement among white boys. During the inspection there were a relatively high proportion of white boys in lower attaining groups. The school is working hard to reverse this situation and has reviewed teaching styles and lesson content, as well as trying to provide positive role models.

76. When pupils enter Year 1 many have below average language and literacy skills in spite of the good progress they made in the nursery and Reception classes. Good teaching in Years 1 and 2 maintains this good progress and pupils achieve well in relation to their starting point. The school's very good assessment procedures mean that teachers know how each pupil is doing and sets clear targets for improvement. Lessons are carefully planned and teachers have a secure grasp of the subject. Skills, such as spelling and punctuation, are taught systematically. The teachers are effective in encouraging reading. Pupils enjoy books and begin to develop preferences for the work of various authors. Higher attaining pupils read fluently and discuss their reading confidently.

77. The best lessons are briskly paced and interesting and pupils react positively to their teachers' enthusiasm. The school places considerable emphasis on developing pupils' speaking and listening skills. An increasing number of pupils learn English as an additional language. Teachers are constantly aware of the need to ensure that pupils understand vocabulary and that they speak fluently. Oral work underpins the development of other aspects of English and is a significant feature of many lessons in most subjects. In a very good Year 1 literacy lesson, the teacher prepared pupils very well for writing accounts of making popcorn. The pupils were encouraged to recall the sequence of events orally, with pictures and key words to prompt them. Some pupils repeated the sequence of events to the whole class, then all pupils worked with a partner to rehearse the sentences. By the end of the introductory teaching session most pupils could provide a well-sequenced account. By Year 2 most pupils speak quite confidently, and can explain their work clearly.

78. There is very good support for pupils with special educational needs and as a result they achieve well. Teachers ensure that all such pupils are fully included in whole class session. Activities and questions are varied well to cater for the needs of different groups. Teaching assistants are briefed well and provide very good support throughout lessons. Pupils learning English as an additional language also receive very good support and their progress is often rapid.

79. Pupils make good progress in organising and sequencing their writing, and they have good opportunities for writing in many contexts. A few pupils develop a neat joined style of handwriting and their work is well presented. This is not always the case and presentation generally is untidy. Some pupils continue to form letters incorrectly and others write between rather than on the lines. All classes have regular handwriting lessons but in some of these pupils sit on the floor using small boards and felt markers. This does not promote good posture and pencil control.

80. Leadership and management of the subject are good, and there has been good improvement since the last inspection. Standards have risen and the school uses data analysis effectively to identify aspects for improvement. The co-ordinator monitors teaching and learning and supports colleagues well. The school benefits considerably from access to the expertise of staff in the Speech and Language workshop.

### **Language and literacy across the curriculum**

81. Language and literacy skills are promoted very well in science lessons, and pupils learn how to use scientific vocabulary correctly. Teachers create suitable opportunities for writing in other subjects such as history, geography and religious education. The school library is attractive, but it is used as a thoroughfare linking the school office and hall with the classrooms. During the inspection pupils were not observed using the library and some Year 2 pupils are not very familiar with features of reference books.

### **English as an additional language**

Provision for English as an additional language is **very good**.

### **Commentary**

82. The school currently has a high number of pupils whose English language acquisition is at an early stage of development in the nursery and reception classes. This number has been increasing steadily over the past 5 years. As with all other pupils, the school has good procedures for identifying the individual needs of pupils and it plans effectively to meet these. Essential information is included in the whole school assessment procedures and activities are appropriate and adapted very well. As a result pupils are able to have full access to the curriculum and make very good progress in their learning. By the end of their reception year these pupils are operating at a fluent level of English in speaking and listening. Their literacy skills in reading and writing are less well developed but pupils make very good progress overall because they can understand what they are taught.

83. The pupils are supported very well throughout the school. The specific teaching offered in withdrawal groups is very good and support learning across the curriculum. In one lesson observed, teaching was supporting vocabulary acquisition for science. Pupils were able to learn, understand and use the words for comparing properties of materials for example, rough, smooth, hard and soft. Teaching strategies were matched very well to the needs of the group. The teacher ensured she used props, demonstration and repetition to reinforce the vocabulary. Particular attention is given to using and celebrating other pupils' cultures and faiths wherever possible. Displays and school notices show evidence of a range of languages reflecting the multi-lingual diversity of the school population. Pupils whose mother tongue is not English are integrated very well into classes and groups so that there are no obvious barriers to learning.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because the quality of the teaching is good.
- Rigorous assessment and recording procedures result in work being structured effectively to meet all pupils' needs.
- Leadership and management of the subject are effective.

### **Commentary**

84. The school's strategies for teaching numeracy are successful. Results in the 2004 national tests indicate that pupils in Year 2 performed above the national average and very high in comparison to similar schools. Current standards in Year 2 show that pupils reach above national averages in mathematics. The well-planned practical mathematical activities of the Foundation Stage curriculum are built on systematically in Key Stage 1. Pupils' achievement and progress are good.

85. The school has increased the proportion of pupils attaining average and above average levels in mathematics. This is due to the well structured programme of learning and the good teaching. A significant characteristic of the work in mathematics is the school's rigorous procedures for tracking and recording pupils' progress. The assessment tests administered each term and the analysis of the national test results identify and address weaknesses successfully. As a result, teachers are able to plan the "next steps" of pupils' learning appropriately.

86. A strong focus on numeracy skills means that pupils have good mental recall of number facts, which they apply to problem solving. They confidently explain their answers as they try different approaches. By Year 2, pupils know number sequences, identify simple fractions of shapes and extend this to calculate fractions of numbers competently. They use standard units to measure length and time and use technical terms accurately. Numeracy skills are developed effectively through other subjects such as information and communication technology and geography. Pupils apply their speaking and listening skills successfully in mathematics lessons when they explain how they find the answer to mental problems.

87. The National Numeracy Strategy is managed well. Teachers have good subject knowledge and use the methods set out in the strategy effectively. This means they have clear structures to develop pupils' skills and knowledge. Teachers' planning is clear and carefully differentiated to suit the needs of all pupils including those with special educational needs and those for whom English is an additional language. Learning objectives are clearly identified along with key vocabulary. These are shared with pupils at the beginning of the lesson ensuring they understand their purpose.

88. Teachers plan a wide variety of interesting and practical ways to engage pupils' interest and to ensure that pupils have access to learning at all levels when they are working as a whole class. For example, they use good questioning strategies so that all pupils are involved in question and answer activities. They have high expectations of what pupils can achieve. Pupils respond very well and work diligently to complete the tasks set. Very efficient support assistants give skilled help to those who need it either in small groups or individually. Mathematics is promoted well in classroom displays and pupils' work is proudly celebrated.

89. The leadership and management of the subject are very good. Effective monitoring means that senior management has a clear picture of teaching and learning in the school so that areas for development can be identified. The findings of the monitoring provide information and guidance to teachers, leading to improved practice.

### **Mathematics across the curriculum**

90. Many opportunities are provided for pupils to use their numeracy skills across the curriculum in interesting contexts. They apply their skills well.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- Pupils make good progress given standards on entry are below average
- Pupils' positive attitudes and behaviour results in them being keen to learn in lessons
- Good use of literacy skills contributes to the standards of attainment
- Good use of pupil assessment enables teachers to track progress well.
- The numbers of pupils attaining at the higher levels is still below national averages

### **Commentary**

91. There has been a steady improvement in standards since the last inspection. In the 2004 national tests standards were in line with national expectations by the end of Year 2. However, the number of pupils attaining the higher levels was below the national standard. The current Year 2 is likely to maintain this position. The pupils enter the school with well below average levels of understanding of the world around them, but make good progress and achieve well by the end of Year 2. Pupils with special educational needs or English as an additional language achieve in line with their peers.

92. The science curriculum is now well balanced and covers all the requirements of the national guidelines. This has resulted in a more systematic teaching of the subject so pupils' scientific skills and knowledge are built upon from year to year. The quality and range of opportunities for the pupils to use observational and investigative skills are satisfactory and contribute significantly to the standards they achieve. This is an area the school is addressing in relation to improving the numbers of pupils attaining at the higher levels.

93. Lesson observations and work scrutiny shows evidence that scientific vocabulary is systemically taught. In one Year 2 class word banks were given out to support pupils in their investigative writing. This enhances the understanding of all pupils, especially those with special educational needs or English as an additional language. This is an overall improvement from the position at the previous inspection.

94. The quality of teaching is now good. In some very good lessons, teachers' high expectations and constructive organised planning ensures that activities were well matched to pupils' abilities. The more able are challenged. Literacy skills are used well to support and extend pupils' knowledge and understanding. In a very good Year 2 lesson, pupils were using non fiction books to find out more about minibeasts: the more able designed their own grids to record their information and those needing more help were given very good support by the teaching assistant to achieve the task. There were many opportunities to develop speaking and listening through effective question and answer sessions at the beginning and end of the lesson. This helped the less able and the pupils with English as an additional language to achieve well. One less able pupil was confident and proud in telling the class that he had learnt 'snails had tentacles' from his investigation. The work scrutiny points to a good use of literacy and mathematical skills in pupils' work, including a wide range of recording.

95. Marking and assessment is used well to inform the next stage of learning for pupils including those who need more support or challenge. End of unit assessments ensure that teachers have an understanding of how well their pupils are doing over time. These judgements are supported in teachers' weekly marking and tracking of pupils' progress. During lessons the attitudes to learning are good. Pupils are eager and enthusiastic about the subject. They are

confident in discussing their work and asking questions. There is good participation by all the class members including those with special educational needs or English as an additional language. They listen respectfully to their teacher and their peers, in whole class and group discussions.

96. The leadership and management of the subject are satisfactory. The subject leader has ensured that a science scheme of work following national guidelines is now in place and has undertaken monitoring of teaching in some classes. There has been good and steady improvement in this subject and the school has addressed all the areas of concern raised in the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

The provision for information and communications technology is **good**.

### **Main strengths and weaknesses**

- Good teaching and high expectations ensure that pupils' previous knowledge is built upon and extended well.
- Most pupils reach standards above the national average.
- Very good pupil attitudes and behaviour reflected in highly motivated and enthusiastic learning.
- There is very good use of information and communication technology throughout the curriculum.

### **Commentary**

97. Standards in information and communication technology are above national expectations at the end of Year 2. Pupils make good progress and achieve well. The school newly equipped computer suite has made a significant contribution to the standards achieved. Pupils have regular timetabled lessons within the suite and are showing high levels of competency in using the appropriate programmes. The information and communication technology curriculum is well planned following national guidelines.

98. Pupils' attitudes and the quality of teaching and learning are good because of well-planned lessons, and high teacher expectations. In good lessons, teaching is informative, stimulating and well prepared. Tasks are well matched to the pupils' needs and builds upon their previous knowledge and understanding. Pupils are able to plan and command to make things happen. They are able to use their skills to organise and classify information. They confidently log on and use passwords to access their class files and use appropriate search engines to find information. Pupils are keen to learn, settle quickly to tasks and work well in cooperation with each other. Structured teaching results in more competent pupils especially in development of control skills. In good lessons, teacher's use of questioning reinforces pupils understanding. Assessment tracking sheets are used well to chart pupils' progress and identify future learning need Pupils use skills assessment sheets to identify what they can and cannot do. This makes a valuable contribution to the development of their self evaluation skills. Pupils with special educational needs and those with English as an additional language are making the same progress and producing work of similarly high standards in line with their classmates.

99. The leadership and management of the subject are good. A very comprehensive action plan details improvements over the next year. The plan is suitably focussed on raising standards through improving teaching, customising the scheme of work to further meet the needs of the pupils, training and resources.

100. The use of information and communication technology throughout the curriculum is good. There are computers in every classroom from Nursery to Year 2 and appropriate programmes are in constant use to support learning in curriculum areas. The information, communication and technology suite ensures that all pupils are confident in the use of computers and have equal access to the computers. There are good links with other areas of the curriculum. In a good lesson in Year 2, pupils were searching for photographic images linked to their art work. In a Year 2 literacy

lesson, a lower ability group were using the class computers to help them learn sounds and spelling. In many mathematics and literacy lessons the use of the interactive whiteboard contributed to the clarity of the teachers' explanations. Year 1 pupils in the popular computer club demonstrated their control and programming skills as they directed the school's Pixie to move around a board in several directions. There has been good improvement in this subject since the last inspection

## **HUMANITIES**

### **History and Geography**

101. There were only two geography lessons observed during the inspection. No history lessons were seen. Therefore it is not possible to make an overall judgement on provision and teaching in these subjects. However, from looking at the work and talking to pupils and staff standards in humanities are as expected by the end of Year 2. In one geography lesson, pupils were enthusiastic about their work and became engrossed in the tasks; they considered the different types of homes people live in and the features of their own home. Year 2 pupils successfully compared a British seaside town with a contrasting locality abroad, considering the physical features of both areas including trees, buildings and the shore line.

### **Religious Education**

Provision for religious education is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards have improved and now meet the requirements of the locally agreed syllabus.
- Pupils have a positive attitude towards religious beliefs and are developing an understanding of how they influence people's lives.

#### **Commentary**

102. No religious education lessons took place during the inspection. Scrutiny of work in books and discussions with pupils indicate that standards in Year 2 have improved since the last inspection and are now in line with the expectations of the locally agreed syllabus.

103. Pupils know that there are various different religions and can describe significant features of some major world faiths. They are aware of the importance of symbols, such as the cross. Year 2 pupils know that Christians believe that Jesus died on the cross and that "God's Holy Spirit is around us". During the school year, pupils have the opportunity to celebrate various festivals, and refer confidently to Christian, Sikh, Hindu and Muslim celebrations. They were interested in comparing different rites of passage, although some pupils mix up the details of Christian baptism and Sikh naming ceremonies. Pupils were very eager to discuss the similarities and differences between different wedding ceremonies because a Sikh member of staff had described her own wedding. The opportunity to listen to a knowledgeable "visiting" speaker had clearly had a significant impact. The co-ordinators are keen to introduce more "first-hand" experiences.

104. All ten pupils in a group drawn from Year 2 displayed very positive attitudes to the subject showing that they enjoy their lessons. Many pupils come from faith communities and are keen to share their experiences, but all ten pupils' demonstrated interest and respect for other faiths. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through lessons and lively displays.

105. Subject leadership and management are good. The co-ordinators have a clear vision of how the subject might be developed. They have undertaken some monitoring of work, and lesson observations are planned within the cycle of school monitoring. The co-ordinators have identified the

organisation of the curriculum and assessment procedures as areas for review. They are keen to increase the number of visiting speakers. Progress since the last inspection is satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

106. Provision in art and design and design and technology is **satisfactory**.

107. The subjects were not part of the inspection focus and were only sampled. Scrutiny of planning documents and pupils' work shows that the expected curriculum is covered adequately in both subjects. One lesson was seen in art and design but examples of finished work and displays were looked at. One design and technology lesson was observed and pupils' finished products seen.

108. **Art and design** lessons are planned to give pupils good experiences of the various aspects of the subject and help them learn the relevant skills in a systematic way. Standards of work are as expected nationally. Displays around the school are attractive and show the value the school puts on the work of its pupils as well as improving the environment. Much of the work is appropriately and imaginatively linked to other areas of the curriculum thereby making it more relevant and interesting. For example, in Year 1 pupils draw the sequence of how bulbs grow connected to their work in science. In Year 2 there are good links between art and pupils speaking and listening. They have strong opinions when discussing the work of Matisse, and talk well when expressing their opinions.

109. Photographs and completed work show that all aspects of **design and technology** are taught. Work is of the standard expected nationally. Pupils in Year 2 design and make wheeled vehicles. They talk about how they can improve their work and make adjustments to their finished products. Pupils use a variety of techniques, materials and tools safely and effectively. In Year 1 pupils design and make swings and slides for a playground. They learn how to weave and achieve to a satisfactory standard.

110. It was not possible to make an overall judgement on **music** because only two lessons were observed. Pupils can identify some orchestral instruments when listening to recordings. They are familiar with a range of percussion instruments and some older pupils can copy a simple rhythm after hearing it once. Standards in the lessons observed were broadly average, although these lessons only covered a narrow range of musical skills. Teaching in the two lessons was satisfactory. When pupils have the opportunity to sing, for example in assemblies, they do so enthusiastically and most sing tunefully.

## **PHYSICAL EDUCATION**

The provision for physical education is **good**

### **Main strengths and weaknesses**

- Pupils' progress is good because of well planned, knowledgeable teaching.
- Positive pupils' attitudes to learning ensure lessons are enjoyable and productive.
- Lack of teacher knowledge hindered the progress pupils made in some lessons

### **Commentary**

111. A range of lessons were observed that included dance, indoor games and gymnastics activities. Evidence from these lessons and an examination of the scheme of work and teachers' planning indicate that pupils make good progress in their physical education skills and achieve standards in line with expectations by the end of Year 2. Pupils with special educational needs or English as an additional language achieve in line with their peers.

112. In dance lessons observed, the pupils were able to respond to music by keeping time to the rhythm of the music and use their bodies to reflect this. In gymnastics, they were able to employ basic skills such as travelling around the hall in different ways: skipping, jumping and running. They were able to change direction, do forward and backward rolls and link movements together well. In the games lessons observed, pupils became more confident in controlling large and small balls using a range of equipment, such as tennis bats and hockey sticks

113. The quality of teaching is good overall and pupils make good progress. Where lessons are very good, they are planned well, organised, and resourced. Pupils change into appropriate clothing and health and safety procedures are followed. Teachers provide pupils with appropriate warm up activities and demonstrations of skills to be learned. They give opportunities for pupils to practice and develop these skills. Pupils are kept on task and no time is wasted. This contributes to pupils' positive attitudes to their own work and their wish to improve it. Pupils work with sustained concentration and display real enthusiasm for the work they are involved in. Opportunities are given for them to progress in their physical education skills by repeating them within more complex and demanding activities. Praise is used effectively to promote confidence in pupils' abilities. All this makes a positive contribution to learning and pupils' personal and social development. However, this is not consistent across the school.

114. There has been good improvement in this subject since the previous inspection

### **PERSONAL, SOCIAL AND HEALTH EDUCATION**

115. No judgment can be made on the overall provision in this as no lessons were observed during the inspection. The school has put into place a scheme of work to provide a range of activities including work on health, sex, drugs, and personal safety. Healthy eating work is linked with a healthy schools initiative in the Local Authority. The scheme of work aims to help pupils become confident and develop healthy and safe attitudes to life. It helps them to interact with others and act responsibly. The school council takes their responsibilities seriously and act very maturely or their age. It fulfils all statutory requirements. Pupils' attitudes and behaviour throughout the inspection demonstrated many positive elements of this subject. They worked and played well together.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
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	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
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).*