

INSPECTION REPORT

CHASE LANE INFANTS' SCHOOL

Chingford

LEA area: Waltham Forest

Unique reference number: 103032

Headteacher: Ms Carolyn Houstoun

Lead inspector: Mrs Mary Summers

Dates of inspection: 25-27 April 2005

Inspection number: 266592

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: Community

Age range of pupils: 3-7 years

Gender of pupils: Mixed

Number on roll: 364

School address: York Road
Chingford
London

Postcode: E4 8LA

Telephone number: 020 8529 6827

Fax number: 020 8523 8133

Appropriate authority: Governing Body

Name of chair of governors: Mr George Holmes

Date of previous inspection: 4 May 1999

CHARACTERISTICS OF THE SCHOOL

This large school caters for 364 pupils between three and seven years of age. Eighty-three children attend the nursery part-time. The school is popular within the area and is oversubscribed. The school roll has been reduced over the last two years from four to three forms of entry. Most pupils come from the immediate vicinity of the school. An average number are entitled to free school meals. This figure has risen substantially since the last inspection. Most pupils come from fairly settled backgrounds, although a few from refugee families have been admitted recently. The number of pupils with English as an additional language is growing steadily. Currently about ten per cent are in the early stages of learning the language. This is higher than in most schools. Many different ethnic groups are represented. The largest group is of white British pupils and there are also large numbers from Pakistani and Caribbean backgrounds. There are more pupils with special educational needs than in most schools, but the percentage having a statement of special educational need is below average. Their needs are varied, from pupils with dyslexia to those who have physical or visual difficulties. Most pupils start school at expected levels for their age, although there is a wide variation.

A new school is being built adjacent to the present accommodation. The transfer to the new building is due to occur shortly after the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25455	Mary Summers	Lead inspector	English, music.
9502	Rosalind Hall	Lay inspector	
19774	Maura Docherty	Team inspector	Science, geography, history, religious education.
21491	Carolyn Maples	Team inspector	Art and design, design and technology, Foundation Stage, English as an additional language.
25787	Edmond Morris	Team inspector	Mathematics, information and communication technology, physical education, special educational needs.

The inspection contractor was:

ICP
360 Lee Valley Technopark
Ashley Road
London
N17 9LN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and effective school. It is led and managed successfully and this ensures that the teaching is good and pupils of all capabilities achieve well. Current standards are above average and much better than in previous years. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well because of the good teaching and reach above average standards in reading, writing, mathematics, science and art and design.
- The headteacher provides very good leadership to the school's work. Senior staff and governors play a significant role in the successful management of the school.
- Pupils are supported very carefully in their personal development and become confident, enthusiastic and interested learners. Their behaviour is very good.
- The curriculum is planned effectively and subjects are linked in such a way as to make learning stimulating and exciting for the pupils.
- The school has established very positive links with parents who support their children well and help them take full advantage of the opportunities offered.
- Provision in the Foundation Stage is satisfactory but could be much better. Planned activities do not always meet the different needs of the children.

The school has made good improvement since it was last inspected in May 1999. Standards have improved as has the quality of teaching. All the key issues identified by the last inspection have been addressed.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **good**. Standards in the national tests in 2004 were average in reading and mathematics but were below average in writing. When compared with similar schools, results in reading and writing fell, and were not as good. The school analysed its results carefully and found boys, especially those who were very bright, underperformed. Successful work carried out in the school has meant that standards will be much better in this year's tests. They are likely to be above average in reading, writing and mathematics. Standards in science have also improved and are above average. Standards in information and communication technology (ICT) are average as are those in religious education. Pupils achieve well in art and design where standards are above those expected for their age. The achievement of children in the nursery and Reception classes is satisfactory. By the time they start in Year 1, most reach nationally expected levels in all areas of their learning.

Pupils with special educational needs make particularly good progress because of the high quality support they receive from class teachers, support assistants and specialist teachers. The brightest pupils are now challenged and reaching high standards. Those learning English as an additional language in Years 1 and 2 achieve well because of the good teaching they receive, but there is work to be done in the Foundation Stage.

Provision for pupils' spiritual, moral, social and cultural development is **very good**. As a result, they have high levels of respect for one another's views and beliefs. Their very good behaviour and enthusiasm for school and for learning generally, have a significant impact on their achievement. Levels of attendance are satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education for its pupils. Teaching and learning are **good** and this is why pupils achieve well. Assessment systems supply useful information about pupils' progress and help teachers in Years 1 and 2 plan work matched successfully to pupils' different needs. This has led to a rise in standards. Assessment information in the Foundation Stage is not always used as effectively, and sometimes the activities are too formal, especially in Reception classes. In Years 1 and 2, the lessons interest and challenge pupils, who work hard and always try their best. Sensitive pupil management ensures there is a calm and positive learning environment where little time is wasted. Homework is organised carefully. It helps pupils practise what they learn in school as well as encouraging them to be independent learners. The work done by specialist staff and learning support assistants is of high quality and makes a significant contribution to pupils' achievement.

Pupils benefit from a good curriculum. This is made interesting by an extensive range of extracurricular clubs and visits to places of educational interest. Pupils are safe, cared for and supported very effectively. They feel comfortable in school and ready to learn. Partnerships with parents are very good. Parents play a significant part in supporting their children's work and achievement. Well-established links with the other schools and the local community provide useful additional experiences for pupils.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Leadership and management are **good**. The school is led very effectively by the headteacher, ably assisted by senior staff, who have had a significant impact on raising standards this year. Well-established management systems help the school to run smoothly. Good self-evaluation procedures ensure that it continues to improve. The governing body supports the school well through carefully organised monitoring systems and active participation in school events.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school's work. They really appreciate the efforts of staff in teaching and caring for their children. Pupils are also very pleased about what the school offers them. They especially enjoy all the special events and activities organised for them.

IMPROVEMENTS NEEDED

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

- develop provision in the Foundation Stage to meet the different needs of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. They reach above average standards by the end of Year 2. Standards in the Foundation Stage is satisfactory.

Main strengths and weaknesses

- Standards in writing were below average in the 2004 national tests.
- Standards have improved well since last year.
- Pupils with special educational needs achieve very well.
- The brightest pupils are catered for successfully and reach high standards in their work.
- Standards are above average in reading, writing, mathematics, science and art and design.
- Standards of handwriting and presentation could be better.
- Standards in the Foundation Stage, whilst satisfactory, could be much better.

Commentary

1. Standards in the national tests in 2004 were average in reading and mathematics but were below average in writing. Few pupils gained the higher than expected Level 3 in the tests and this lowered standards overall. Boys' performance was not as good as that of girls and this also had an impact on the standards reached in writing.

2. Much has been done to raise standards in writing this year and this has also benefited a range of other subjects. Underachieving pupils have been identified and targeted for extra support. Successful group work led by well-trained teachers and support assistants have had a significant impact on pupils' achievement. Improved planning and assessment systems have also contributed, with teachers identifying clear learning objectives for their lessons and planning work to meet the different needs of pupils in their classes. This results in good achievement by all groups of pupils, including the brightest and those learning English as an additional language. Pupils with special educational needs achieve very well.

3. This year, the pupils in Year 2 are on track to reach above average standards in reading, writing, mathematics and science. A good number look likely to achieve the higher than expected Level 3. Boys are doing well this year because the school has been successful in improving their motivation and interest. Work to improve pupils' handwriting has begun but systems have not been in place long enough to have an impact on standards.

4. Achievement in religious education and ICT is satisfactory. Achievement in art and design is good. Standards have improved in many subjects since the last inspection. Standards in ICT were identified as a key issue for improvement at the last inspection and the school has taken effective measures to raise them.

5. Pupils with special educational needs make satisfactory progress in the Foundation Stage and good progress as they move through Years 1 and 2. This is because they receive very good support from highly skilled learning support assistants and their class teachers, who plan work for them that is at an appropriate level. School tracking documents show that they achieve very well in their learning, often over a relatively short space of time. Individual education plans are very well written; the targets set are clear and easily measured. The plans are regularly reviewed each term or earlier if the targets have been fully met.

6. Children start in the Foundation Stage at levels of attainment that are broadly average for their age. Currently by the time they leave Reception, most are reaching nationally expected levels in all areas of their learning. Their achievement is satisfactory. They do especially well in their

personal, social and emotional development. However, more and more children are starting school in nursery and in Reception classes with very limited English skills or pre-school experience. This is presenting a new challenge for the school. At present, especially in Reception classes, some activities are much too formal and are inappropriate for these children. A very high level of adult support is needed to try to keep these children on task when the main problem is that the activities do not meet their needs.

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

Standards in:	School results	National results
reading	15.6 (15.0)	15.8 (15.7)
writing	14.1 (14.1)	14.6 (14.6)
mathematics	16.1 (16.5)	16.2 (16.3)

There were 106 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Children's attitudes to school and their behaviour are very good and have improved since the last inspection. The school makes very effective provision for pupils' personal development in a wide variety of ways and, as a result, they are becoming confident individuals who enjoy their learning.

Main strengths and weaknesses

- Pupils are proud of their school and are very keen to learn.
- The school's approach to managing behaviour is outstanding and results in high standards of behaviour throughout the school day.
- The provision for personal development is very successful; children are developing high levels of self-esteem and relationships are positive.
- Pupils with emotional and behavioural difficulties are managed very well.

Commentary

7. Children are eager to talk about their school. They work and play very well together and there is a high degree of racial harmony. They listen to each other and to adults carefully and respectfully and are supportive of each other in their learning. Pupils' achievements in and out of school are recognised and praised, and all feel valued as individuals.

8. Pupils with special educational needs, who have emotional and behavioural difficulties, are very well managed in class and during breaks. They are helped by their teachers, learning support assistants and midday supervisors to be fully integrated into the life of the school. In lessons they are often impossible to identify as their behaviour is managed so well. As a result, their learning and that of other pupils does not suffer.

9. Staff have very high expectations for behaviour. A structured policy, with clear rewards and sanctions, is implemented consistently and fairly. As a result, children behave very well in lessons, in assemblies and at playtime. The school has successful strategies to combat bullying and racism. Parents comment that any such incidents, although rare, are dealt with quickly.

10. The very good provision made for children's personal development ensures that they are able to distinguish right from wrong. They are developing sensitivity towards each other's feelings, values and beliefs. Their spiritual development is supported well through assemblies, circle time and religious education lessons. They are self-assured in talking about their feelings and experiences. The provision for moral development is very good and the clear moral framework within the school supports the behaviour of pupils. Pupils develop social awareness successfully through the work of the school council and through raising funds for charity. Recently the school marked the imminent move to the new school by gathering together with parents and ex-pupils to

celebrate the old building. This heightened pupils' sense of community as well as contributing well to their understanding of history. Regular outings and visitors to school reflect the cultural heritage of the pupils. These opportunities, and projects such as Black History month ensure that their cultural development is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
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.

The levels of attendance are satisfactory. Registers are monitored carefully and the educational welfare officer is involved in supporting children whose attendance gives cause for concern. All but a few pupils arrive on time each day and ready to work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Pupils are taught well and receive a varied and stimulating curriculum. They are cared for and supported very well and benefit from the school's good links with other schools and the community. Links with parents are especially effective.

Teaching and learning

The quality of teaching and learning is good overall. It is good in Years 1 and 2, but only satisfactory in the Foundation Stage. Assessment systems are effective, particularly in Years 1 and 2 and help teachers in these year groups to plan appropriate work for pupils to help them improve.

Main strengths and weaknesses

- Teachers in Years 1 and 2 set work in English and mathematics that is matched well to the needs of different pupils, including those with special educational needs.
- Teachers enjoy warm relationships with pupils and this helps the pupils feel confident and ready to learn.
- Adults, in addition to teachers, are used very well to support and extend pupils' learning.
- Activities are usually practical and interesting for the pupils and they respond eagerly, always trying to do their best.
- Behaviour management is very good and ensures a calm and productive working atmosphere, where little time is wasted.
- Homework is especially well organised to help pupils practise what they have learned at school.
- In the Foundation Stage, activities are not always planned well enough to meet the needs of different pupils.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (18%)	21 (46%)	16 (36%)	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.

11. Teaching and learning in Years 1 and 2 are good overall. Pupils achieve particularly well in Year 1 where the teaching is very good. Lesson planning in English and mathematics is thorough. Teachers have a clear focus on exactly what they want their pupils to learn and they remind pupils of this throughout the lesson. Pupils know what they have to do to succeed and therefore put a great deal of effort into their work, often working at activities for good periods of time under minimum supervision. They delight in their teachers' enthusiasm and dynamic presentation, eagerly answering questions and volunteering information.

12. Teachers ask really searching questions to make pupils think. The pupils can discuss matters at remarkably complex levels, as in a Year 1 science lesson about non-living things and things which once lived. After extensive discussion in their groups, pupils debated the appropriate categories for wool and paper, as they had realised that both had been manufactured from things that had lived in the past.

13. All adults in the school manage behaviour very well. The very warm relationships that exist across the school enable this to be done in a positive and sensitive manner. Pupils are able to carry out their tasks within a calm and orderly environment.

14. Pupils with special educational needs are supported very well by their class teachers, learning support assistants and by specialist staff. This enables them to make very good progress against the targets identified for their development. Information is shared readily between adults, pupils and their parents so all are working towards the same goals. Work set by teachers is appropriate and challenging and the support provided by assistants is sensitive and very effective. Assistants have been trained well to meet the needs of the pupils. Two assistants, for example, work with a group of pupils every morning to help with their physical co-ordination and confidence. This is proving very effective and the pupils' success is enabling them to achieve well in other aspects of their work.

15. The school funds a number of outside specialists to work with children who have specific barriers to their learning. These include pupils with dyslexia and those with particular speech and language difficulties. They too are very effective in helping these pupils to achieve well.

16. The school has been developing its provision for pupils learning English as an additional language because there are now significant numbers joining in all year groups. These pupils achieve well because of the good quality of the teaching that they receive in most classes. However, in a few classes, teachers' expertise in catering for them is not as good and so progress is only satisfactory.

17. Homework is a very successful part of teachers' provision for pupils. It is often set at different levels according to pupils' capabilities and this ensures that pupils experience success whilst enabling them to practise new skills. Sometimes science and mathematics homework involves practical investigation which pupils and their parents really enjoy.

18. There are good assessment systems in place, especially for writing and mathematics and these are used well by teachers in Years 1 and 2 to track pupils' progress and set work at appropriate levels. Assessment is not so well used in science, however, to provide more challenging work for the brightest pupils. This is why fewer pupils reach the higher Level 3 in the national assessments than in reading, writing and mathematics.

19. Teaching and learning in the Foundation Stage are satisfactory. Assessment systems have been developed recently and now teachers are able to track children's progress in all areas of their learning. This information is not yet being used effectively to provide for the various different needs of the children. Children are receiving a broad experience of all the areas of learning and achieving at a satisfactory rate but this could be much better. Literacy and numeracy activities are planned well in Reception classes and teachers are clear about what they want the children to learn. Some of the activities, however, are too formal for those children with limited previous experience. They find it difficult to concentrate without high levels of adult support.

20. Conversely, plans for other aspects of children's learning are much too general. They do not focus enough on exactly what children are expected to learn and this makes assessment difficult. The activities provided, particularly in the nursery, are well organised and interesting but adult intervention is often at very superficial levels as the learning objectives are unclear.

21. The nursery has very spacious accommodation, both inside and out. Adults work hard to provide a rich variety of attractive and stimulating activities that cover all areas of learning. Objectives for these activities are not always identified clearly enough to ensure that all adults know exactly what the children are expected to learn. This makes it difficult for them to ask the right questions to extend the children's learning. The Reception classes are small and have no outside play space. This limits children's opportunities for spontaneous, self-initiated learning across the curriculum as well as restricting the development of some physical skills. Reception children do not get the chance to move freely between indoor and outdoor environments. These issues will be addressed very shortly when the school moves into the new building.

The curriculum

The curriculum provision is good overall. It is satisfactory in the Foundation Stage. A very good level of additional activities enriches it. The accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- A carefully planned curriculum maximises learning opportunities.
- There are many opportunities for pupils to participate in interesting and stimulating activities.
- The provision for personal, social, health and citizenship education (PSHCE) is very good.
- The curriculum provides very well for pupils with special educational needs.
- Pupils are well prepared for the next stage in their education.
- The accommodation, although unsatisfactory for the reception classes and barely satisfactory overall, will very soon be much improved.

Commentary

22. The curriculum fully meets statutory requirements, including very good provision for PSHCE. The curriculum for pupils in Years 1 and 2 is carefully and imaginatively planned to ensure that the available time for learning is used well. All subjects are taught to a good depth, often through a topic approach, finding appropriate links that enable learning in one area to support the learning in another. In a Year 2 lesson, for example, pupils developed their ICT skills while writing about themselves as part of their science work on growth and changes. Learning is made more relevant and pupils make better progress in the subjects involved.

23. The school gives pupils many opportunities to sample and enjoy experiences and activities over and above those included in the National Curriculum. There are clubs for art, science, modern dance, hockey, gymnastics, country dancing, tennis and a school choir. The number of visits out and visitors to the school is also exceptional. Themed weeks are very popular and theatre groups visit regularly to make learning come alive. Workshops on such topics as the Great Fire of London and the Victorians stimulate the pupils' imaginations and make learning history a great deal of fun.

Visits to museums, places of worship and other locations give pupils opportunities to learn in another environment and improve their knowledge of the wider world.

24. The curriculum for the children in the Foundation stage is satisfactory. It covers all the relevant areas of learning. A good emphasis is placed upon providing opportunities for children to develop personal and social skills and this is very successful. The wide range of experiences planned in the nursery enable the children to make choices, work and play together. However, some of the activities which the children choose for themselves are not planned in enough detail. Opportunities are missed to develop specific skills and knowledge. In Reception classes, sometimes activities are much too formal for children at the early stages of their development.

25. Pupils' personal development is provided for very well. It is carefully planned and often linked to the assembly themes and religious education lessons. The topics covered each half term are well resourced and designed to make the pupils consider their place within the school, local community and the wider world. Pupils' personal development is of paramount importance and issues such as bullying and relationships are approached very sensitively. Pupils are asked regularly to reflect on their own experiences and those of others to help them make informed choices.

26. The curriculum for pupils with special educational needs in Years 1 and 2 is very good. Whenever possible, the work set by their teachers is linked to the targets in pupils' individual education plans so that they make good progress towards achieving them. Pupils are given full access to the curriculum as they receive very good quality help from well-trained learning support assistants who make a significant contribution to their learning. Assistants and support teachers sometimes withdraw a few pupils from class lessons to receive additional help. The school monitors this withdrawal to ensure that pupils do not regularly miss the same class lesson or part of lesson. The benefits they receive from this additional help far outweigh any small disadvantages as it enables them to access the full curriculum with greater confidence.

27. As a result of the good quality curriculum with its many extras, the pupils are fully capable of coping with the demands of junior school. The good standards they reach ensure that they are able to transfer with confidence and are well prepared for the next stage in their learning. They have also been taught to be independent learners and to take work, including homework, seriously.

28. The school is well staffed with experienced teachers and support staff who have a good range of expertise. Teachers willingly share their skills and knowledge with colleagues when planning the curriculum so that all aspects can be taught successfully. Resources are good and are used very well to support learning in all subjects. The present accommodation is not in good repair. The playground is cramped and the Reception classes do not have a suitable outdoor play area. This will shortly be fully resolved when the new school opens. This building is of a high quality, spacious and has been designed in close partnership with the school to ensure that it is exactly what is needed to give the staff and pupils a suitable learning environment.

Care, guidance and support

The school has very successful procedures in place to ensure the pupils' care, welfare, health and safety. Pastoral care remains a strength of the school and supports the aspirations and achievement of pupils very well. Pupils are involved well in their own learning and in the development of the school.

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.
- The very good pastoral care is focused on ensuring that, wherever possible, all barriers to pupils' learning are removed.

- Each child is well known as an individual by many adults, and time and attention is given to ensuring that children settle in quickly to school life.

Commentary

29. A clear health and safety policy is in place with appropriate risk assessments. Termly inspections are carried out by school staff and reported to governors. All staff are vigilant when supervising children. Children's health records are comprehensive and up to date and medical arrangements are very good. There is good provision for First Aid and detailed records are kept of any accidents. Child Protection procedures are comprehensive and staff are trained in this area and updated regularly.

30. The level of pastoral care is high and is focused on treating each child as an individual. Great efforts are made to try to overcome any barriers to learning. Learning support assistants take a small group of children each morning, for example, to help them improve their co-ordination. This is helping them significantly and is having an impact on the standards of their work. Detailed records on all pupils identify those who would benefit from extra support, and care is taken to match needs to the interventions available, including the specialist reading teacher, speech therapist and various support groups.

31. Induction procedures into nursery and later into Reception have been thought out carefully to ensure children start gradually and so settle quickly. Mid-term arrivals meet the headteacher and are taken to their new class with their parents after the school day has started. This means they can be welcomed into a very calm and purposeful learning environment. Assessment on new pupils is started on the day they arrive so that their needs can be very quickly identified.

32. All pupils with special educational needs are tracked extremely carefully to monitor their progress and to ensure that they are achieving as well as possible. Their individual education plans are very well written, set appropriate and achievable yet challenging targets and are reviewed regularly. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. The four statemented pupils in the school receive over and above their full entitlement as outlined in their statements of educational need.

33. Pupils' views are carefully considered. A school council meets every month with pupils elected by their classmates. They have discussed healthy eating and have chosen the rewards that the school gives to pupils for good attendance.

Partnership with parents, other schools and the community

The relationship the school has developed with parents is very effective and has improved since the last inspection. The good links forged with the community and other schools are enriching the experience of children and assisting in the development of the curriculum.

Main strengths and weaknesses

- The school is successful in involving parents in their children's learning and gives very good information on their progress and on the curriculum taught.
- The links with other schools through a range of networks support the professional development of staff well.
- The links with the local community enrich the experience of pupils well.

Commentary

34. Parents receive very good information about the life of the school through newsletters and a detailed prospectus. Termly consultation evenings and informative annual reports give parents a very good understanding of the progress of their children. Parents receive very good information about the curriculum through briefings at the start of the year and events such as a Maths Evening.

Courses have been offered to parents in literacy, numeracy and parenting skills. The school uses interpreters or other parents to interpret for those who have little English. There is regular contact between staff and parents and carers in the playground at each end of the school day and parents appreciate the approachability of all staff. Queries and concerns are quickly and thoughtfully resolved and parents are consulted about the school's development.

35. Parents support their children well by ensuring that homework is completed. A few parents and volunteers help regularly in school with reading and general classroom tasks. More are involved in the highly active Parent Teacher Association. Events such as the pantomime and the Easter Farewell Fair raise considerable funds for the school. These are used to buy new equipment to support the pupils' learning. A toddler group, breakfast club and teatime club enhance the provision offered to each family.

36. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. They are always invited to meetings to review individual education plans. They are given a copy of the individual education plan not only to make them aware of the targets set for their child, but so that they can give further support at home.

37. Arrangements for transfer to the junior school are good. Information about individual pupils is passed on and time is taken to introduce pupils to the systems and routines before they start in Year 3.

38. The school makes good use of the local community to enhance the pupils' personal development and enrich the curriculum. Visitors such as the Fire Officer, Road Safety Officer, the local vicar and the project manager from the new school site help to make learning interesting and relevant for the pupils.

39. Pupils' experiences are enriched by links with other schools. Recently the school has started to collaborate with the junior school to improve the teaching of writing and this is already having an effect on standards. Effective links with the other schools are supporting the professional development of staff particularly in developing the role of middle managers.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The school is led very effectively by the headteacher. She is supported well by senior staff. Management systems are well established and help the school run smoothly and continue to improve. Governance is good.

Main strengths and weaknesses

- The headteacher has a very clear commitment to ensuring that the pupils reach their full potential, no matter what their background or capabilities.
- Other senior managers, for example, the deputy, play a key role in helping the school to improve; middle managers, for example, the English co-ordinator also play a significant role.
- Governors do a good job; they take a keen interest in the school and support the staff and pupils well.
- The school is well aware of its own strengths and weaknesses; it monitors its own performance effectively to identify areas for improvement.
- Management of the Foundation Stage and of provision for pupils learning English as an additional language are satisfactory, but there is room for improvement.

Commentary

40. The school has continued to improve its provision for the pupils this year despite the great amount of time and effort which has had to be devoted to working with a Private Finance Initiative (PFI) to build the new school immediately adjacent to the existing premises. This is due to the very calm and focused leadership of the headteacher. The commitment towards ensuring a high quality provision for pupils has been maintained. Some aspects have improved well over the year, including the provision for writing and art and design.

41. This commitment towards equal opportunities shows in the careful monitoring of pupils' progress as they move through the school. This enables underachievement to be identified and addressed. A thorough and rigorous programme of lesson observation ensures that the quality of teaching continues to improve. Other useful systems, such as analysing test results and samples of pupils' work, also provide good information to help the school identify its strengths and weaknesses. Performance management systems are well established amongst teaching and non-teaching staff and also contribute towards the school's continued development.

42. Other senior managers have a major impact on the school's work. Standards in writing for example, have improved this year because of very successful management. Weaknesses in performance were identified and appropriate measures taken to address them quickly. Other subjects are also managed effectively. Co-ordinators have a clear view of standards and what needs to be done to improve them. Some good work has been done this year to improve teachers' knowledge and skills in teaching art and design for example. This has led to high standards being achieved by the pupils.

43. Special educational needs provision is managed successfully. The progress of individual pupils is tracked meticulously to ensure they are achieving as well as possible. All paperwork is kept up-to-date and liaison with outside agencies is very effective. Learning support assistants are very well managed and their impact is regularly assessed. They are actively encouraged to further improve their very good skills through regular training and are a valued and integral part of the school team. Governors are kept fully informed about the level and success of the provision through regular reports from the headteacher. This enables them to know exactly how effective their spending on special educational needs has been. The provision fully meets statutory requirements.

44. Management of the Foundation Stage is satisfactory. It is clear that a number of improvements have occurred in recent months but there remains much to be done. There is a reasonable overview of provision, but a clearer knowledge of the needs of young children is needed to ensure the provision improves effectively.

45. The management for pupils learning English as an additional language is satisfactory. These pupils make effective progress because of the good teaching generally throughout the school. Senior managers and governors are aware that this aspect of the school's work needs to be extended to meet the growing numbers of pupils who are starting school with very limited English skills.

46. Very careful thought has been given to the deployment of teaching and support staff. Examples of good practice exist in both Years 1 and 2 and these help to create strong and effective teams. Lesson planning is undertaken together and varied teacher expertise is shared. Part-time teachers make a significant impact on provision for those pupils who suffer barriers to their learning or who just need some extra help. Support staff also form a very important part of the team. Many have good individual expertise, gained from extensive training. The work done to help pupils catch up with basic reading skills is especially effective.

47. Governors are supportive of the school's work and are actively involved in monitoring provision. They visit regularly and therefore have a good knowledge of what is happening. They monitor finances effectively, with particularly useful support from the school's bursar who also sits on the governing body. Considerable reserves have been amassed over recent years in

preparation for funding equipment and other aspects necessary for the new school. A good proportion has already been spent on new ICT resources and more is planned. This will deplete the reserves but will still leave a reasonable contingency to meet unforeseen circumstances.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	972,602
Total expenditure	1,031,232
Expenditure per pupil	2,921

Balances (£)	
Balance from previous year	180,425
Balance carried forward to the next	70,394

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the nursery and Reception classes in September, January and April so at the time of the inspection some children were new to the school and all the children in one Reception class had been in the class for only two weeks. There is a wider than normal spread of ability amongst children entering the school but, overall, children enter the school with broadly average skills in all areas of learning. They make reasonable progress because of satisfactory teaching. The leadership of the Foundation Stage is satisfactory and has led to some useful developments over the past year. There is however, room for improvement in planning appropriate activities and in the way that assessment information is used.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults have high expectations of children's behaviour and help them learn how to relate positively to one another.
- The classrooms are welcoming places where children feel secure and eager to learn.

Commentary

48. The quality of teaching in this area is good. Adults talk to children in a respectful and encouraging manner at all times, providing them with good role models. This results in children having warm, positive relationships with each other. Nursery children part from their parents and carers confidently. They are already familiar with routines, responding quickly when music starts playing and moving immediately to sit on the carpet as required. Adults set high standards of behaviour, reminding nursery children before they start playing, to pick up books if they are on the floor. A sandwich-making session taught children to act in a safe manner because it started with a reminder about not putting knives in mouths.

49. New children quickly settle in and adults deal sensitively with individual emotional needs. The children can choose activities for themselves, find the equipment they need and co-operate harmoniously with others for long periods without adult support. They are developing a strong sense of right and wrong. Children achieve well in this area of learning and many have already exceeded the goals they are expected to reach by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

- The older and more able children are making good progress in writing.
- Insufficient use is made of the good assessment information to plan activities that meet children's different needs.
- Not enough use is made of visual clues to help children in the early stages of learning English as an additional language, understand and develop their spoken English.

Commentary

50. The quality of teaching in this area is satisfactory. Some children spend only a short time in the nursery, or enter Reception without nursery experience. Some spend three terms in Reception, others only one. There are children who are at the earliest stages of learning English as

an additional language and some with special educational needs, including speech and language needs. Despite this wide diversity, much of the direct teaching, particularly in the Reception classes, is delivered to the whole class or large groups, with a great emphasis on adults speaking and children listening. Insufficient use is made of visual clues like gestures, pictures, symbols, and props to help children concentrate and understand.

51. Whilst some Reception children are still recognising and learning letter sounds, and are still learning to form letters correctly, some of the older and more able children are able to write simple sentences on their own, making logical guesses as to correct spellings. They know that information books have contents pages and that stories have 'characters' in them. The majority of children will reach the goals they are expected to by the end of the Reception year, although a significant number will not.

MATHEMATICAL DEVELOPMENT

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Children have good knowledge of shape, space and measures.
- Progress in counting and calculating is more variable.

Commentary

52. Nursery children get plenty of opportunities to use practical apparatus, working with materials like water and both dry and wet sand. Most have learnt a reasonable range of mathematical vocabulary. Children enjoy making mathematical patterns using equipment like pegs, pegboards and beads. Many can already identify circles, rectangles, squares and triangles and some can name diamonds, stars and hearts as well. Most Reception children are able to count objects to ten. Some already recognise numerals, even if they still find it hard to write them correctly. Some of the older, more able children can perform simple additions and subtractions. Once again there is a wide spread of ability, but overall, most children will reach the early learning goals by the end of the Reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well in information and communication technology.
- The lack of outside facilities restricts the opportunities available for further development of these skills.

Commentary

53. All children have good access to computers equipped with a range of very appropriate early learning programmes. Many show good skills, with even the youngest children operating simple programmes independently. Some nursery children are able to produce and print their own computer art without adult help. Children also have opportunities to explore other technology like tape recorders and remote control cars. In this aspect of knowledge and understanding of the world children are already achieving above the levels expected of them by the end of the Foundation Stage.

54. Teaching is satisfactory and adults provide sound opportunities for children to learn about how materials change by, for example, encouraging nursery children to observe ice as it melts. Reception children show increasing knowledge of the way their bodies work, promoted by topic

work linking different areas of learning. However, the limitations of the present accommodation affect the range of opportunities available for the pupils outdoors. Despite this, the majority look likely to achieve the expected goals in this aspect of learning by the end of their time in Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Nursery children have many opportunities for outside play as well as structured movement sessions in the hall.
- Reception children do not get enough opportunity to improve their co-ordination, control and ability to move more effectively because they do not have enough access to large apparatus.

Commentary

55. The quality of teaching is satisfactory in this area of the children's development. Children in the nursery show good control on wheeled toys, riding slowly and steering carefully around obstacles. They climb on apparatus with confidence and agility and are developing control and coordination with a range of small apparatus like balls and beanbags.

56. Despite the difficulties involved, Reception children all get two sessions a week, weather permitting, playing in the nursery garden, where they can climb, balance, throw and catch. They also benefit from structured movement sessions in the hall. However, whilst this is enough to maintain their skills at a satisfactory level, opportunities to develop further are limited. Children are provided with opportunities to use a range of small equipment, tools and malleable materials that develop their small motor skills. Most children are on target to meet the goals expected by the end of the year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Nursery children are provided with a wide range of imaginary play areas, musical instruments, art materials and equipment to promote creativity.

57. The quality of teaching is satisfactory in this area of the children's development. Nursery children benefit from several different imaginary play areas, both inside and outside. Children are given opportunities to explore a variety of media including paint, dough and clay and techniques like printing and collage. High quality musical instruments are available for children's use. Most children are on track to meet the Early Learning Goals in this aspect of their development.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The teaching is good and all pupils achieve well, whatever their capabilities and previous experience.
- Standards have risen this year as a result of very clear and effective leadership.
- Effective assessment systems in writing mean that pupils are given work at appropriate levels to help them improve.
- Guided reading sessions are effective in some but not all classes.
- Homework is very useful in encouraging pupils to practise what they have learned in lessons.
- Standards of handwriting are not as high as other aspects of writing.

Commentary

58. Standards in reading and writing have improved well since last year and since the last inspection. In 2004 standards were below average but the current pupils in Year 2 are on track to reach above average standards in both aspects of literacy. A higher than average proportion are on track to reach the higher than average Level 3 in the national tests. Few pupils are likely to fail to reach the nationally expected Level 2. This good achievement is due to very effective leadership and management which have improved the provision for the pupils.

59. Careful analysis of the test data for 2004 revealed that more able boys were under-performing so the school put in effective measures to raise their achievement. This has resulted in boys doing very well this year. In addition, the quality of teaching has been monitored rigorously to identify areas for improvement and prompt action has been taken. This means that the teaching is good overall, although it is of very good quality in Year 1. New planning and assessment systems have been introduced and these have also had a beneficial impact on pupils' achievement.

60. Teachers plan in year groups, so all pupils cover the same material in lessons and teachers can share ideas and expertise. They are very clear about what they want the pupils to learn and keep reminding them of these objectives throughout the lessons. Good assessment systems for writing mean that they can plan appropriate work to meet the different needs of the pupils in their classes. Pupils are challenged by the work and enthused by teachers' dynamic presentation. They work hard and, in most cases, complete their tasks within the allotted time. They especially enjoy the taught part of lessons, where they respond eagerly to teachers' questions and use their individual whiteboards to write their answers or practise their spellings.

61. Pupils work well independently, because the work is interesting and matched well to their needs. Those with special educational needs are supported very well because teachers and support assistants know exactly their current levels and what is needed to move them on. These pupils make very good progress. Pupils learning English as an additional language are supported well in most lessons. Where their progress is less effective, teachers do not make enough use of visual clues and gestures to help them understand or display key vocabulary to help them with their written work.

62. Homework is used very well to help pupils practise what they have learned in school. Of particular value is the home-school workbook where pupils write a diary entry each week. Teachers respond to these comments individually as well as giving the pupils useful ideas about how to improve their writing. In this way a very useful dialogue is built up between teachers and pupils. It also allows parents to see their children's progress in writing at first hand.

63. Assessment in reading, while satisfactory, is not as effective as in writing. Current systems are very basic and do not take pupils' comprehension skills into account. The school is aware of this and is currently considering alternative methods. Already, a new reading scheme has been introduced to support pupils who require a very structured approach, including the lower attaining pupils and often those pupils learning English as an additional language. Guided reading sessions are very successful in some classes but less so in others. Where they are led by teachers, they provide a good means of extending pupils' reading skills as well as assessing their understanding. In some cases however, the sessions lack purpose and pupils do not make so much progress.

64. Handwriting has been another area of focus for the school over the past few months. Following analysis of pupils' work, senior managers concluded that standards were not high enough. Prompt action has been taken to address this with the introduction of regular handwriting sessions and books where pupils can practise these skills. However, the strategies have not been in place long enough to show any significant impact on pupils' handwriting. Standards are still lower than in other aspects of their written work. Teachers do not always remind pupils of the need to use care and control in their writing, other than in handwriting sessions.

65. Pupils who have specific barriers to their learning are very well supported. Funds have been allocated very efficiently to enable those with specific language difficulties to receive expert support. This is having a very good effect upon their achievement. Similarly, the skills of the brightest pupils have been extended by very effective and challenging teaching from part-time staff.

Language and literacy across the curriculum

66. Pupils are constantly challenged to use their reading and writing skills in a range of subjects. They write accounts of their visits to museums and places of interest in their geography and history work. They make notes of their ideas in science and use these to write reports of their experiments and investigations. Pupils are encouraged to use non-fiction books to research topics such as growth and habitat. They also have good opportunities to word process their work. This is a strong area of the school's provision and is helping to raise standards of literacy.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are above those found nationally.
- The quality of teaching is good and pupils achieve well.
- Support staff are very effective.
- Assessment procedures are good.
- The pupils thoroughly enjoy mathematics and are eager learners.
- The management of mathematics is good.

Commentary

67. In the 2004 national tests the standards were in line with the national average. The pupils currently in Year 2 are reaching standards above those expected for their age. This shows good achievement as pupils' mathematical skills and understanding on entry to the school are similar to those found nationally. Good quality teaching is a major factor in helping pupils achieve well. Those pupils learning English as an additional language also achieve well as teachers put a good emphasis on teaching the correct mathematical vocabulary. Pupils with special educational needs make very good progress as they are provided with work carefully tailored to their needs and are very well supported by their teachers and learning support assistants. All learning support assistants keep detailed records of their work with specific pupils so that the teacher can plan suitable work for the next lesson.

68. The quality of teaching and learning is good. Pupils of all abilities achieve well as the work in lessons is very carefully planned to build on their prior knowledge and understanding. Teachers plan together in year groups and this helps them share ideas and expertise. They manage their classes well and create a very purposeful working atmosphere in which pupils can learn successfully. Relationships are strong and there is a great deal of mutual respect evident in all classes. In a very good Year 2 lesson, the teacher insisted on the highest standards of behaviour. As a result, no time was wasted and the lesson moved along at a brisk pace with pupils learning new skills rapidly.

69. Teachers regularly and accurately assess their pupils' work. The data collected is used to track progress and measure how well they are achieving. Those who are identified as making insufficient progress are highlighted and various strategies are used to help them improve. Teachers question their pupils well and give them time to discuss and clarify their thoughts. By using individual whiteboards, on which pupils record their answers, the teachers are able to assess quickly the levels of understanding and adjust their questions accordingly. Teachers, after discussion with individual pupils, also set them targets to aim for during each half term. These are displayed in their books and are checked at regular intervals. This motivates the pupils and enables them to be involved in assessing their own learning.

70. Pupils respond very well to the good teaching. They are attentive in lessons and very keen to learn. They are justifiably proud of their many achievements. The vast majority successfully complete the work set for them.

71. The management of mathematics is good. The provision is regularly and carefully monitored to identify areas of strength or weakness. Appropriate action is then taken to make necessary improvements. Teachers' plans are monitored to ensure that the coverage of the subject is sufficiently challenging. They are also observed taking lessons and given useful feedback on their strengths and areas for future development.

72. There has been a good improvement in the provision since the last inspection.

Mathematics across the curriculum

73. The pupils' skills in mathematics are used well in other subjects. This makes learning more relevant and helps pupils reinforce their skills and understanding in mathematics. For example, pupils make block graphs based on the data collected for a scientific enquiry about the food preferences of their classmates. In design and technology, pupils use their measuring skills when making various models. Classroom-based computers are often used to reinforce and extend pupils' skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- The leadership and management of the subject are strong and have led to an improvement in standards.
- Teaching and learning are good and pupils achieve well.
- Good links are made to other subjects, particularly mathematics and literacy.

Commentary

74. Standards in the 2004 teacher assessments in Year 2 were below the national average. Standards have improved and are now above average, with a significant percentage of pupils predicted to achieve higher than the nationally expected level.

75. Leadership is good. The school has taken firm actions to improve teaching and learning and raise standards. These include improved systems of planning and assessment and careful monitoring of the quality of teaching and learning in lessons. The school has also raised the subject's profile to engage pupils' interest. For example, it has implemented "Science Challenge" as part of an assessment programme to check pupils' understanding at the end of each unit of work. The Parent Teacher Association has funded regular "Science Weeks" with outside professionals working with each class on particular topics.

76. Teaching and learning are good and pupils achieve well. Much work has been done to improve planning, and lessons are set in a sequence that allows pupils to develop understanding progressively. Longer science lessons allow pupils to undertake investigations in greater detail. Activities are planned carefully, and learning objectives are made clear and reviewed at the end of each session. The school has introduced a "Science Class Book" as a record of learning. This is used well to review work and inform the next lesson's planning.

77. Activities are planned carefully to ensure that all pupils achieve the lessons' objectives. Pupils with special educational needs and learning English as an additional language achieve well because of the practical and visual elements in most science lessons. They have good opportunities to talk together as they work in small groups. This builds up their enquiry skills and helps bilingual pupils hear and use the appropriate language to describe the activities they undertake. In some lessons key vocabulary is displayed to help pupils write their reports but this does not happen in all classes. Learning support assistants are deployed well to allow pupils with special educational needs to be involved in activities fully.

78. Good links are made between science and other subjects, particularly literacy and numeracy. Pupils learn how to write a clear report to record their findings of investigations. They measure the results of their experiments and represent them in graphs. This helps the pupils see the relevance of their learning as well as practising literacy and numeracy skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is of good quality so pupils achieve well.
- Pupils have very good attitudes to their work.
- Pupils' keyboard skills are weak.
- The subject is very well led and managed.
- Good links are made to other subjects.

Commentary

79. There has been a very good improvement in the provision since the last inspection when it was judged to be unsatisfactory. The resources, the quality of teaching and the time allocated to the subject have much improved. By the time pupils leave the school they reach standards that are similar to those found nationally. The resources, purchased soon after the last inspection are now at the end of their useful life. Equipment in the new building will be up to date to help ensure that standards continue to rise.

80. ICT skills are taught throughout the school systematically. This is achieved by very carefully linking the work in ICT with other subjects so that the pupils are able to see the use and relevance of the skills they learn. Pupils with special educational needs and those learning English as an additional language make good progress as they are well supported in small groups by both adults and their classmates.

79. The quality of teaching is good. Teachers are confident and present their lessons clearly. They manage their pupils very well and create a calm working atmosphere in which pupils can concentrate and produce high quality work. Much of the teaching takes place in the suite that houses a network of computers. The pupils are taught new skills on an interactive whiteboard and then move to individual computers to practise themselves. Often the class is split with half of the pupils working in study areas and the rest on the computers. This is a good arrangement as it enables them to have a computer each so the teacher is able to assess exactly what each pupil is able to do.

80. Pupils thoroughly enjoy the work and are reluctant to leave when their lesson ends. Their behaviour is very good at all times. They are always willing to help a classmate who is experiencing difficulties. In a very good Year 2 lesson, the pupils were very keen to share the ways in which they could change the size, style and colour of the font they were using. This led to much lively discussion and pupils learned from each other as well as from the teacher.

81. Pupils' keyboard skills are underdeveloped and they find great difficulty in entering text at a reasonable rate. This frustrates them and limits their output in the time allocated.

82. The subject is very well led and managed. A great deal of thought has been put into deciding exactly what is required in the new building. There is a clear push to raise standards as high as possible and all spending decisions are based on this.

Information and communication technology across the curriculum

83. This is a strong area of the school's work. Teachers carefully plan opportunities to use programs that help pupils make progress in other subjects as well as reinforcing their skills in ICT. For example, pupils in Year 2, as part of their history work, found and printed out some interesting pictures to show old and new forms of transport. In science they use word processing to write about their investigations. These opportunities, and many more, make the work relevant and interesting so that pupils learn at a much faster rate.

HUMANITIES

84. History and geography were not a focus of this inspection and no lessons were observed. Evidence, however, indicates that the subjects are well taught and meet requirements fully. In **history**, for example, pupils compare the lives of people today and in Victorian times by looking at historical resources, including artefacts and photographs. They make visits to places of historical interest, such as the Ragged School Museum, and compare their own experience of school with that of children 100 years ago. They learn about events of great historical significance such as the Great Fire of London and the importance of first-hand evidence such as Samuel Pepys' diary to understand about life in that era.

85. In **geography**, pupils develop enquiry skills through a range of activities, for example by observing and recording the weather. They also undertake simple field-work studies through environmental walks around the school and are aware of changes in the environment, particularly obvious in their own school site, where the new school is being built.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses:

- Teaching and learning are good and pupils achieve well.
- The subject contributes well to other areas of learning, including personal development.
- Leadership and management are good.

Commentary

86. Standards in Year 2 are in line with those expected in the locally Agreed Syllabus. Pupils are given good opportunities to develop an understanding of the fundamental aspects of different faiths and to recognise their similarities and differences. They also learn the importance of symbols and artefacts in religious ceremonies and practices. They make links between what they are learning and how they might conduct their own lives, drawing on some of the lessons of the sacred books of each faith, for example parables in Christianity.

87. Teaching and learning are good and pupils, including those with special educational needs and those learning English as an additional language, achieve well. The syllabus, recently amended by the school, provides a good structure for planning. This ensures that pupils have a broad and balanced curriculum. Pupils develop a good knowledge and understanding of Christianity and other world religions. They make appropriate links across different faiths. For example, in a Year 1 lesson pupils learnt the importance that Muslims place on the birth of a child. Through discussions they came to understand that this is a view common to other religions and that people of faith have special ceremonies to welcome a new-born child into the family. Pupils draw on their own experience to enrich each other's learning. One pupil explained the Mauritian and Islamic origins of her name. Another explained the practice of boys taking their grandfathers' names as an act of respect between the generations.

88. Lessons contribute well to pupils' personal and social development. In a Year 2 lesson, for example, pupils made links between the parable of the Good Samaritan and their own responsibilities to others. They were keen to demonstrate how they had helped a friend or a member of the family because it was the right thing to do.

89. The subject is well led and managed. Teachers' subject knowledge and confidence have been extended successfully. Resources are being improved and the school's scheme of work amended to meet the requirements of the new Agreed Syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. No **design and technology** lessons took place during the inspection. However, evidence shows that the subject is covered appropriately over the year. There is a good range of resources to help deliver the subject. There are plans to develop it further, including building stronger links with other subjects.

91. One lesson was seen in **music**. In addition, pupils were involved in hymn practice and in singing during assemblies. Pupils obviously enjoy their music-making. They sing tunefully and with sensitivity. Music is used appropriately to help children learn about other cultures, for example when they play mini steel drums and sing calypsos. Many pupils take part in choir which is held at lunchtime. They participate in the local music festival each year.

92. Two lessons were observed in **physical education** during the inspection. Physical education has a satisfactory allocation of time over the week. The new scheme of work is helping teachers plan suitable work for the pupils. Pupils are regularly assessed to identify those with particular talent and those finding a particular skill difficult. The work in future lessons is then

adjusted to take these findings into account and improve pupils' progress. The number of extra-curricular clubs is exceptional for an infants' school. Pupils are able to take part in tennis, hockey, modern dance, gymnastics and country dance. Their participation and achievement in various sports outside school are encouraged and celebrated with copies of certificates prominently displayed. This contributes to their confidence and self esteem.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The subject is well taught and pupils really enjoy lessons.
- Resources are of high quality and help pupils produce good standards of work.
- Teachers have successfully increased their knowledge of the subject and this has helped to improve standards.

Commentary

93. Standards are above average. Pupils clearly enjoy their work, showing a high level of concentration and effort. They work constructively with each other, sharing ideas as well as tools and equipment. The resources are plentiful, appropriate and of high quality and the pupils are taught to use them correctly and to good effect.

94. The quality of teaching is good and helps the pupils to develop secure skills which they use confidently in their work. Management of the subject is effective and has helped teachers to develop their expertise and confidence. This has had a good impact on pupils' achievement. In some classes pupils are encouraged to evaluate their own work and that of others and to make constructive suggestions as to how the work can be improved. This is also helping to raise standards.

95. Attractive displays in every classroom and in corridors value pupils' efforts and contribute to the colourful and stimulating environment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

96. Provision is **good**. Pupils' personal development is catered for effectively through the teaching they receive on a day to day basis. They often get the chance to work together and see the value of being a member of a team. The very good range of extracurricular clubs and activities supplement the opportunities provided in daily lessons. The good provision for religious education ensures that pupils learn to reflect about their feelings and actions and how these affect others. Science lessons cover aspects of sex and drugs abuse education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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