

ERRATUM SLIP

Henry Maynard Infants School

Unique Reference Number: 103070
Contract Number: 266994
Date of inspection: 20/09/04
Reporting inspector: Ruth Frith

INSPECTION REPORT - the following paragraph should read as follows:-

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory, overall, and similar to the standard noted during the previous inspection. Nursery provision is good and children achieve well. Provision and children's achievement in the reception classes are satisfactory. At the end of their reception year, most children are likely to achieve the Early Learning Goals in personal, social, emotional and physical development. They are unlikely to achieve the goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Provision for special educational needs is very good, and good support is provided for children with English as an additional language, and for children from refugee families.

Children enter the nursery at the start of the school term in which they are four and stay for a maximum of three terms before starting in reception in the term in which they are five. At the time of the inspection, very early in the school year, 80 children were on the nursery roll, 40 each in the morning and afternoon sessions. Forty-two children were in two reception classes.

When children enter the nursery, their attainment is below the national average, and is particularly low in speaking and listening and in personal and social development. Forty-five per cent of nursery children do not speak English as a first language and, currently, 21 children have special educational needs.

Leadership and management are satisfactory, overall, in the Foundation Stage. Although both nursery staff and reception staff work closely together, the two groups rarely plan together in detail. Consequently, some repeated activities provide little progression. Teaching is inadequately monitored, and best practice is not identified.

INSPECTION REPORT

HENRY MAYNARD INFANTS' SCHOOL

Walthamstow, London

LEA area: Waltham Forest

Unique reference number: 103070

Acting Headteacher: Mrs Elaine Smith

Lead inspector: Ms R Frith

Dates of inspection: 20 – 23 September 2004

Inspection number: 266994

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	361
School address:	Maynard Road Walthamstow London
Postcode:	E17 9JE
Telephone number:	020 8520 3042
Fax number:	020 8520 2241
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Philips
Date of previous inspection:	23 November 1998

CHARACTERISTICS OF THE SCHOOL

Henry Maynard is a larger than average size community infant school. Pupils come from a range of social backgrounds but, overall, the socio-economic status of families is below average and an above average percentage of pupils receives free school meals. When children join the school, they display a wide range of experiences and abilities but, overall, their attainment is below that usually seen for children of this age. The percentage of pupils with special educational needs is well above the national average and five pupils have a Statement of Special Educational Need because they need considerable help with their learning. Those receiving additional support mainly have social, emotional, behavioural, speech, communication or moderate learning difficulties. Pupils come from a wide range of ethnic backgrounds and thirty pupils come from families with refugee status. Two hundred and seventeen pupils are identified as coming from homes where English is not the first language and are at the early stages of learning English. This number is much higher than that seen in many schools. Nineteen pupils joined the school and twenty-one left other than at the usual times during the last school year. There has been little change in teaching staff in the past but over the last two years the equivalent of eight teachers left, or were appointed. Currently, the deputy headteacher is acting headteacher. There are four advanced skills teachers who are involved in outreach work. The school is involved in the Excellence in Cities initiative, the Behaviour Improvement Project and Student Associate Scheme. It is a training school. The school received the Basic Skills Quality Mark in 2001, Investors in People in 2002 and the Schools Achievement Award and National Training Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ruth Frith	Lead inspector	English as an additional language Science Religious education Citizenship
9519	Sue Pritchard	Lay inspector	
26292	Helen Mundy	Team inspector	Foundation stage Geography History
10827	Martin Marjoram	Team inspector	Special educational needs English Art and design Design and technology Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Henry Maynard Infants is a good school. Staff create a happy and supportive environment where pupils become confident and enjoy learning. Teaching is good, overall, and results in pupils achieving well. The school runs effectively and parents have a great deal of confidence in what is provided for their children. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good, overall, and this helps pupils to achieve well. Expectations are not always high enough for the most capable pupils in mathematics.
- Pupils' personal qualities are developed very well and this leads to very good attitudes and relationships.
- Pupils behave well because they are interested in what they do and encouraged to succeed.
- The school's ethos is very good. Pupils with differing needs and from different backgrounds are helped to achieve in a supportive and encouraging learning environment.
- Pupils are presented with a wide range of activities which enrich their experience, and stimulate their learning.
- Very good systems are in place to ensure that pupils are well cared for and that the school is a safe place in which to learn.
- Relationships with parents are very good and they, in turn, support the school well.
- Leadership, management and governance of the school are good. However, the school's written plan for development is not clear enough and there are omissions in the information sent to parents.
- There are inconsistencies between the practice of the nursery and reception year so that progression and continuity are not achieved throughout the Foundation Stage.

Progress since the last inspection has been good. Staff have successfully addressed the main issues identified in the last report and have been working well during a period of interim leadership. The school's success in improving pupils' attendance and punctuality has, in turn, helped to raise standards. Improvements in the way lessons are planned to meet the needs of all pupils have resulted in better teaching and learning.

STANDARDS ACHIEVED

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

Overall, pupils achieve well during their time in school. In the nursery, children make a good start and this is consolidated in the reception year. By the time they enter Year 1, nearly all are likely to achieve the early learning goals in personal, social, emotional and physical development. A significant minority will not achieve the goals in communication, language and literacy, mathematical and creative development, and knowledge and understanding of the world. In Years 1 and 2, most pupils achieve well and those in the current Year 2 are working at above average levels in reading and writing and average levels in mathematics, science, information and communication technology

and religious education. Pupils with special educational needs and

those speaking English as an additional language achieve well because their needs are quickly identified and effective support provided. The most capable pupils usually achieve well, apart from in mathematics.

Provision to develop pupils' personal qualities is very good, overall. Pupils enjoy going to school and attendance is good. They are encouraged to enjoy their learning and respect the views, feelings and values of others. This results in pupils behaving well, developing very good attitudes and very good relationships with one another and adults.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are good, overall. There are some inconsistencies between teaching in the nursery and the reception year, mainly due to the lack of effective assessment, which affects the rate of children's progress. Throughout the whole school, teachers have high expectations of pupils' personal and social education, which helps them settle well and become confident, happy learners. Staff promote equality of opportunity very well and are particularly effective in supporting those pupils who have English as an additional language or have specific learning needs. Pupils' learning is also enhanced well, due to the very effective support staff who, together with teachers, form a strong team.

Staff have developed very good links with parents, other schools and colleges and good links with the community. The curriculum is generally satisfactory, with very good provision for pupils with special educational needs and a wide range of activities that enrich pupils' learning very well. Staff are very effective in ensuring that pupils are all included, well cared for and feel supported. Pupils' views are seriously taken into account through, for example, the school council, which contributes well to school planning.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good. The acting headteacher, senior staff and governors have a clear understanding of the school's strengths and how it should develop but these are not clearly reflected in the school's plan for improvement. They are fully committed to running a school where all pupils are included and helped to develop well, both academically and socially. The leadership and management of the nursery and reception year, although generally satisfactory, have not resulted in an overall Foundation Stage, as recommended in the national guidance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school is successful in encouraging a good sense of loyalty amongst parents who, in turn, have very positive views about the school. They are unanimous in agreeing that their children like school. The vast majority believe that the school is well led and managed and that staff treat children fairly. Teaching is good and pupils experience a good range of activities which they find interesting and enjoyable. A few have expressed concerns and the school takes their comments seriously. Pupils like school and are confident that there is an adult in school they can go to if they are worried. Teachers listen to their ideas and encourage them to work hard.

IMPROVEMENTS NEEDED

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

- Increase the challenge for higher-attaining pupils in mathematics.
- Improve the quality of the school improvement plan.

- Revise and develop the management and organisation of the Foundation Stage.

and, to meet statutory requirements:

- Ensure that all relevant information is provided in the Governors' Annual Report to Parents and the Prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well and those at present in Year 2 are working at standards above those expected for their age in reading and writing. Standards in mathematics and science are broadly average.

Main strengths and weaknesses

- Pupils achieve well because teaching is good and they have very good attitudes to learning.
- Standards in writing for pupils in Year 2 are higher than those of the previous year.
- Pupils with special educational needs achieve well because their needs are identified early and good quality additional support is provided.
- Pupils who speak English as an additional language achieve well and reach standards in line with their levels of English acquisition.
- Higher-attaining pupils usually achieve well apart from in mathematics.

Commentary

1. On entry to school, children's attainment, overall, is below average. This is because some children have special educational needs and others speak little or no English. Due to the good teaching and provision in the nursery, most children achieve well. Their learning is consolidated in the reception year as staff focus on developing their personal and social skills and on encouraging communication and the development of English. Pupils very quickly develop very good attitudes to learning because they are interested in what they do and experience a wide range of activities. By the time they enter Year 1, most children are confident and familiar with the school's expectations. Although some reach the national standards expected for their age in all areas of learning, a significant number need more time to develop their understanding and use of English. This means that many enter Year 1 with skills in speaking, reading and writing which are below average and are unlikely to achieve the Early Learning Goals in communication, language and literacy, mathematical and creative development, and knowledge and understanding of the world. Most children are likely to achieve the goals set for them nationally in personal, social, emotional and physical development.

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

Standards in:	School results	National results
reading	15.5 (16.9)	15.7 (15.8)
writing	15.3 (15.6)	14.6 (14.4)
mathematics	15.5 (16.6)	16.3 (16.5)

There were 120 pupils in the year group. Figures in brackets are for the previous year.

2. Attainment in the 2003 national tests for pupils in Year 2 was average in reading, well above average in writing and below average in mathematics when compared with pupils in all schools. When compared with schools with a similar number of pupils receiving free school meals, pupils attained above average standards in reading, well above average standards in writing and average standards in mathematics. Teacher assessment in science indicates that pupils attained broadly average standards. Unpublished results from the 2004 tests show a higher percentage of children attaining the level expected for their age in writing and the higher Level 3

in reading and science. Although pupils generally achieve well, overall standards are affected by pupil mobility, the number of pupils with special educational needs and those at the early stages of learning English. For example, there were nine new arrivals in Year 2, seven of whom were learning English as an additional language. An analysis of results shows that pupils who are absent for more than 40 sessions rarely achieve a Level 3. This was shared with parents and fewer children now take extended holidays in term-time.

3. Evidence from this inspection shows continued improvement, with most pupils achieving well. In the current Year 2, pupils are working at above average levels in reading and writing, and attaining average standards in mathematics, science and information and communication technology (ICT). Standards in lessons and the sample of work seen are broadly similar to those expected in the locally Agreed Syllabus for religious education.
4. No significant difference was noted in achievement between boys and girls during the inspection, although there have been some differences in the Year 2 national test results. For example, over the last three years, girls did better than boys in reading and writing and boys did better than girls in mathematics. School and local education authority analyses indicate a narrowing of the gap between boys and girls.
5. Pupils of higher attainment are usually well challenged, for example, in reading and writing but some do not do as well as they could in mathematics, as the work is not demanding enough and they lose interest. The school is continuing to develop its provision for gifted and talented pupils. Their skills and achievements are identified appropriately and their needs well met. Pupils with special educational needs make good progress in relation to their ability and over two-thirds achieved the standard expected for their age in the 2004 national tests. These results also show how the support provided by grouping pupils of similar ability provides a good basis for their learning, thereby enabling them to make good progress. Overall, pupils with special educational needs make the same good progress as their peers because provision is a strength of the school.
6. From the information provided by the school and through observation and discussion with pupils, it is clear that there is no significant difference in the achievement of pupils from various minority ethnic groups. Because of the very good focus on inclusion, all pupils have access to a curriculum that meets their needs and helps them to achieve well. The progress made by pupils who speak English as an additional language is also generally good and they achieve well. The school is also very effective in ensuring that pupils from families with refugee status are well supported on entry to school so that they achieve well.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes to their work and are well behaved. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Most pupils have good records of attendance and punctuality.

Main strengths and weaknesses

- Relationships are very good and underpin the harmonious and inclusive nature of the school.
- Pupils behave well and are very keen to learn because staff manage pupils skilfully.
- Pupils have many opportunities to experience success and to develop their self-esteem.
- Promoting and maintaining good attendance is seen as a shared responsibility amongst the staff.

Commentary

7. Pupils like their teachers; they feel valued and are keen to do their best. The staff respect each child as an individual and develop very caring relationships with them. Induction arrangements are very effective in making pupils and parents new to the school feel welcome. Provision for

the children's personal development is a particular strength. As a result, pupils settle easily, feel secure in approaching adults and derive much enjoyment from school life. They are keen to explore new experiences as well as enjoying familiar activities. On a daily basis, they can choose from a superb range of organised playground games and in doing so quickly learn to follow rules and take turns. Language barriers are broken down easily as pupils play constructively together and learn naturally from each other. Staff are vigilant in ensuring that no-one is left out of the fun and games. Playground incident books show staff responding appropriately to arguments that arise between pupils. It is extremely rare for these to be racially motivated. Pupils can distinguish right from wrong and parents see the school as 'fair' and 'truly multicultural', with bullying incidents dealt with well by staff 'nipping problems in the bud'. The school's proactive and positive approach to managing behaviour has, in recent years, successfully eliminated the need to exclude pupils from school or playtimes.

8. Teachers and support staff provide very good role models for pupils. They react quietly and calmly, showing respect for pupils' feelings, seeking to praise rather than criticise their behaviour. The very good provision for pupils' personal development underpins all activities. Nursery children are able to look in wonder at the natural world, for example, by planting and watching flowers grow or by gently stroking 'Romeo' the rabbit when he is let out of his hutch to run around. During their many visits within the local area, pupils gain valuable first-hand opportunities to wonder at the manufactured and the natural world. From forest walks to farm visits, from trips to theatres, galleries and museums, pupils' imaginations are stimulated and extended. They are introduced to a wide range of cultural experiences including music, art, poetry and stories. They celebrate major festivals such as Eid, Christmas and Diwali and gain an early appreciation of the diversity and value of faiths and traditions within the school and the wider society.

9. The school does much to help pupils learn to co-operate and be confident enough to act independently. Pupils are routinely encouraged to speak up and explain their thinking or stand and show others what they can do. The school council has a genuine say in decision making and helps pupils understand the need to value others' opinions. The ethos in the school offers all pupils, including those with special educational needs, a secure and safe environment where they achieve well and make good progress in their learning. All staff work very effectively in helping pupils who have experienced disorder or disruption in their lives to develop confidence and self-esteem so that they, too, play a full part in the school community. The school's two learning mentors carry out an important role here. Their well-run breakfast sessions provide a comforting and well-organised start to the day as well as reducing lateness and improving attitudes to learning. Learning mentors provide specific support for pupils identified as having special educational needs, mostly on a one-to-one basis that helps them with their personal and emotional development.

10. Most pupils have a good record of attendance and are very happy to come to school. Accurate registration procedures quickly alert staff to any pupil failing to turn up for school. Reasons for absence are sought, shared and properly investigated. When attendance is a problem, the school works very effectively with parents by offering advice and where necessary hands-on support, something much appreciated by the families concerned. Most parents now do not take their children out of school for long holidays or for reasons that could be avoided. This is a considerable improvement from the time of the last inspection when pupils' attendance was poor.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.0

Unauthorised absence	
School data	0.2

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Overall, the quality of teaching and learning is good. The curriculum is satisfactory, with very good opportunities for enrichment and provision for pupils with special educational needs. The accommodation and resources are satisfactory. Pupils are very well cared for and support, advice and guidance are very good. Staff seek, value and act on the pupils' views well. Links with parents and other schools and colleges are very good. Links with the community are good.

Teaching and learning

Teaching and learning are satisfactory in the Foundation Stage and good in Years 1 and 2. Assessment is unsatisfactory in the Foundation Stage and satisfactory in Years 1 and 2.

Main strengths and weaknesses

- The good teaching and learning in the nursery and in Years 1 and 2 help pupils to achieve well.
- Teaching and learning throughout the school are particularly effective in developing the pupils' personal, social and emotional development.
- Staff have high expectations of pupils' behaviour and engage them in their learning well. This helps to create a very good ethos for learning.
- Teachers and support staff form an effective team of professionals who generally meet the needs of pupils well and strongly support equality of opportunity.
- In some lessons, the higher attaining pupils are not sufficiently challenged in mathematics and consequently do not reach the standards of which they are capable.

Commentary

- Teaching in the nursery is particularly effective in settling children into school and developing their personal, social and emotional education. This work is consolidated in the reception year but the quality of teaching is sometimes affected because teachers do not use the information gained from assessing children to plan effectively their next steps in learning. Teaching and learning are good in Years 1 and 2, where staff build on the foundations of the early years. This results in pupils achieving well and making good progress. The table below gives an outline of the quality of lessons seen during the inspection. Characteristics of the very good lessons included very high expectations, a brisk pace in learning and activities which matched pupils' abilities. Key features of the unsatisfactory lessons were either the inappropriate nature of the work, which did not extend learning sufficiently, or failure to match work sufficiently enough to the differing needs of pupils.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (6%)	24 (49%)	20 (41%)	2 (4%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- The quality of teaching and learning has improved significantly since the last inspection, with a considerable reduction in the percentage of unsatisfactory lessons. Teachers now demonstrate a consistent approach to teaching based on good knowledge and understanding of the school's policies, procedures and expectations. They have improved the way they plan their lessons and this has been instrumental in raising standards in reading, writing and mathematics in particular. Over time, good leadership has created a team of staff with a

shared sense of purpose and has helped them to improve their teaching skills through good quality continuing professional development.

13. Usually, teachers and support staff use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can. Many are also effective in indicating through their marking how pupils can improve their work. Pupils become more confident as they move through the school as their strengths are recognised and they are supported well in those areas where they have weaknesses. This creates an environment where pupils are keen to 'have a go' and thus they are encouraged to succeed. Pupils become confident in their abilities and aware of how they can improve their work and attain higher standards. The quality of relationships between staff and pupils is very good and this has a significant influence on how staff manage the pupils in their care successfully. Staff have consistently high expectations of behaviour and pupils respond well to these as they know what is expected of them. This creates a good climate for learning.
14. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all levels of attainment maintain a good pace in their learning. Lessons are planned so that the expertise of teaching assistants can be fully utilised, either through supporting within lessons or through teaching small groups of pupils. Pupils benefit from this teaching, which is specifically targeted to their level of ability, and they learn well. Expectations are high and the pace of learning is good. Teachers use the expertise of support staff very well in lessons and this enhances pupils' learning.
15. Pupils who speak English as an additional language progress in line with their peers and, currently, have their needs met well within mainstream classes and through additional specialist support. Teachers and support staff are effective in ensuring their good participation in lessons by teaching the meaning of unfamiliar vocabulary and encouraging pupils to ask and answer questions. Specific sessions, such as those taken by a specialist teacher, are particularly effective in developing responses and raising pupils' self-esteem and confidence. Staff are sensitive to the needs of pupils from minority ethnic groups, those from families with refugee status and those from a range of different faiths and backgrounds. The diversity within the school is greatly valued. All are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their capabilities.
16. The school has improved its work with higher-attaining pupils and is generally effective. The focus on reading and writing and improved teaching has helped to raise standards and increase the percentage of pupils gaining a level higher than that expected for their age in national tests. Teachers have been less successful in mathematics, where sometimes pupils repeat work. Consequently, their learning is not extended sufficiently. Staff have developed their work with pupils who are able and talented and this is helping to enhance their learning. Their needs are clearly identified and additional activities are provided. Teachers are also aware of differences that may occur in the responses and learning of boys and girls and therefore use a variety of methods to ensure that all are included and interested. There are indications that the gap between the attainment of boys and girls is narrowing.
17. Provision for pupils with special educational needs is very good. This is because the school funds a much higher level of good quality teaching and learning support than is identified in its initial budget allocation. The special educational needs co-ordinator and special needs assistants are very effective in their role. Class-based learning support assistants also play a significant role in promoting pupils' learning.
18. The school has an effective assessment system that identifies pupils with special needs at an early stage in the nursery and in reception. The system for identifying older pupils who are admitted to school is also effective. As a result, the school is able to quickly devise and implement appropriate remediation programmes that focus on the specific needs of the individuals in question.

19. The special educational needs co-ordinator uses the results of assessments to set weekly programmes for pupils in the nursery and in reception classes. In the summer term of the reception year, she and the special needs assistants in Year 1 take the identified children out of their class every afternoon to participate in listening games and table-top activities. This helps prepare them for the organisation of Year 1. Staff set targets for groups of pupils identified as being at school action on the Code of Practice and the class-based learning support assistant helps pupils to reach these targets. Targets are reviewed at the end of each term or amended as necessary with different support allocated, if appropriate. The special educational needs co-ordinator daily withdraws pupils with greater learning difficulties on school action plus of the Code of Practice and those with Statements of Special Educational Needs, in order to work on developing their basic skills. All these pupils have individual educational plans that contain targets related to their needs. During the morning, these children are supported well by the special needs assistant with their literacy and numeracy activities and, in the afternoon, staff take small groups of pupils for a range of activities. In Year 2, the school continues to support pupils, both in class and on a withdrawal basis. This good assessment and very well-targeted provision are instrumental in developing pupils' learning and helping them to achieve.

The curriculum

The curriculum is satisfactory for all pupils in the school, with a very good range of enrichment activities that enhance pupils' learning and achievement. Accommodation and resources are satisfactory, overall. The curriculum has improved since the previous inspection.

Main strengths and weaknesses

- Many additional activities are provided for pupils outside the school day.
- Provision for pupils with special educational needs is very good and much improved since the last inspection.
- Outdoor accommodation is good, and an attractive secluded area screens pupils from a busy main road.
- The curriculum and resources for information and communications technology have improved considerably since the last inspection.

Commentary

20. The school is continuing to monitor and evaluate the curriculum and develop it to meet the pupils' changing needs. The school's new curriculum document is currently being implemented. It follows advisory guidelines for a creative curriculum, and includes much cross-curricular learning.
21. The ICT suite, which has been developed since the previous inspection, is used intensively. All staff have good ICT skills and are confident in teaching pupils of all attainments. Although the curriculum for physical education is satisfactory, overall, ancillary helpers set out and put away resources used in lessons. Teachers' planning is inhibited because a single layout, with few variations, is provided for all children in physical education lessons from nursery to Year 2.
22. The school supports a large number of extra-curricular clubs and activities for the benefit of all pupils. Each day begins with breakfast club at 8 am, and concludes with after-school club until 5.30 pm. Supervised playground activities at morning break and lunch-time involve pupils in a variety of excellent, structured, activities to develop their physical, personal and social skills. Other clubs develop pupils' skills and interests in computing, gardening, singing, fitness, art and French. All are oversubscribed, and a monitoring system ensures equal access or, for the information and communications technology club, priority for pupils who do not have home access to a computer. Additionally, a variety of trips, visitors and events broaden pupils' experiences and encourage their personal development.

23. Support staff manage an excellent, self-funded toy library and activity centre. At a weekly session, the toys and activities offered to pre-nursery children and their parents are closely matched to the nursery curriculum and the Early Learning Goals. Overall, there is a very good match of support staff to the curriculum and they support pupils' learning well.
24. Pupils with special educational needs are very quickly identified. Learning and behavioural difficulties receive immediate and specific professional support. Other needs are met by teaching support in lessons, and special teaching in small groups. The skilful co-ordinator for special educational needs and her experienced team carefully prepare work to improve pupils' levels of achievement and self-esteem.

Example of outstanding practice

Extension of the formal curriculum to enrich pupils' experiences and develop their skills at playtime and lunch-time.

All children look forward each day to excellent playtime and lunch-time activities, developed by the school's support staff as a mix of learning and fun. Skilled ancillary helpers enthusiastically lead and participate in numerous traditional and modern playground games, using knowledge of individual children to make sure that all are fully included. In a friendly quiet area, one helper informally develops children's speaking, listening and social skills.

In the games groups, children learn individual and team skills not easily developed within the Key Stage 1 curriculum. The youngest children know a variety of signals for beginning a race, and understand the format and conventions of using a simple running track. In football, they amicably take turns to be strikers and goalkeepers, some skilfully impersonating their favourite footballers' styles, others, with encouragement, doing the best they can without fear of failure or mockery.

Children confidently suggest the introduction of new games, and they understand that activities are rotated to suit the seasons of the year and conditions in the playground. These sessions contribute greatly to children's spiritual, moral, social and cultural development, and are a strength of the school.

Care, guidance and support

The systems to ensure the care, welfare, health and safety of pupils are very good. Very good account is taken of pupils' views and of their personal needs. Pupils' access to well-informed support and advice is also very good.

Main strengths and weaknesses

- Pupils trust the staff implicitly and enjoy very good relationships with them.
- The support of pupils' personal needs is very good.
- Pupils are always listened to and their comments are valued.
- The facilities and procedures for welfare and first aid are very good.
- The school actively promotes a healthy lifestyle for its pupils.

Commentary

25. All adults in school exercise a very high degree of patience, kindness and goodwill in their dealings with pupils. They employ a sophisticated range of persuasive and supportive tactics that are particularly effective in encouraging pupils to co-operate and participate in lessons and activities. Where pupils find it increasingly difficult to meet the school's expectations for their conduct, staff get together to work out a plan of action to meet the child's individual needs. The methods they employ are based on a caring approach, designed to guide pupils into activities where they can experience success by a different route. This could, for instance, be

something like learning to skip well. In the same way, small groups of pupils, who with a different approach could become higher achievers, are set to work on complicated tasks to improve their attitude and behaviour in class. This individualised and sensitive approach to developing pupils' self-esteem works wonders.

26. There are very good arrangements for children starting school. Home and classroom visits help the process considerably and parents appreciate these. Parents at the pre-inspection meeting commented favourably on the caring way children are helped to settle in. *'Every detail is thought through; for example, they sit them on smaller tables at lunch-time because smaller groups are easier for them to cope with'*.
27. Health and safety procedures are comprehensive, carefully documented and now embedded into school routines. Risk assessments and the procedures for them have improved since the last inspection and are now managed much more effectively. First aid procedures also work well. Pupils are confident and reassured by the presence of well-trained staff, who deal calmly with their minor accidents and injuries and know exactly what to do in the event of a more serious injury. Pupils are actively encouraged to know, understand and follow a healthy life style. School council members have been looking at what constitutes a good diet and are now set to reinforce messages about healthy living promoted at mealtimes, in science and in personal, social and health education lessons. In addition, pupils have plenty of opportunities each day to take part in energising activities in the playground.
28. The school's child protection procedures are very good and well-known to staff, who are alert to the likely indications of a child failing to thrive. Staff have a good understanding of their responsibilities towards children at risk, children from families who have recently fled another country and 'looked-after' children. Evidence of the high level of support given by the school is plainly visible at the breakfast and after-school clubs, where pupils are not just fed well but listened to and played with. Staff make very good use of child-initiated discussions to develop pupils' interests, their skills of enquiry and their language skills. It was pleasing to see the amount of knowledge one breakfast club member gained from a discussion about a picture on the porridge oats packet!
29. Liaison with outside agencies, such as the education welfare department, are purposeful and supportive and the school makes great efforts to ensure that pupils receive as high a level of care as possible. Pupils in the school with a Statement of Special Educational Needs receive their full entitlement, and due consideration has been given to making the school accessible to people with disabilities.

Partnership with parents, other schools and the community

Partnerships with parents and other schools and colleges are very good. Links with the local community are good.

Main strengths and weaknesses

- Parents hold the school in high regard.
- The school promotes itself very well as a welcoming and supportive community.
- Parents have frequent and very good opportunities to meet staff.
- Parents are much more co-operative than they were in helping improve attendance and punctuality.

Commentary

30. The school generates a strong sense of loyalty, involvement and confidence in parents who, in return, have very good views of the school. All who gave their views to inspectors agreed that their children liked their school. Parents at the pre-inspection meeting cited many examples of positive and supportive links between staff and parents. Parents often bring their children into

the buildings or playground and take advantage of the opportunity to talk informally with staff. This practice is instrumental in helping maintain the open and friendly relationships carefully nurtured in school. Arrangements for the induction of new pupils are very effective and parents made special mention of how well this is done.

31. Parents of pupils with special educational needs greatly appreciate the lengths the school and the co-ordinator go to in order to keep them informed of their children's progress. At the regular meetings, which most parents attend, their views are valued. They know they can 'drop in' on the co-ordinator at any reasonable time if they have a concern, which reassures them. The school has an effective working relationship with the educational psychologist, who visits once a month in order to support pupils, staff and parents.
32. The school does much to reach out to parents and involve them in its work. Themed events such as 'Book Week' and 'Walk to School Week' are successful because parents know they have a part to play in them. The school values its two-way partnership. In organising a children's talent show, for example, parents were asked to suggest ideas to their children and then help them practice routines at home. The school is pleased with the response it has had to family literacy and numeracy classes and the dual language workshop, when parents from the Turkish community made dual text books in school. The good range of information parents receive encourages them to take an interest in their children's education and to support their progress with suitable activities at home.
33. The prospectus, parents' handbook and nursery booklet support the programme of pre-school visits and give a good insight into the aims and methods of the school. Parents are pleased with the information they receive on their children's progress by way of assessments, consultations and targets. School reports are informative; they evaluate pupils' attendance alongside their academic progress and in doing so help drive home the message that when pupils are absent, they are at risk of falling behind.
34. Information for parents meets statutory requirements in all but two areas. The overall attendance figures are missing from both the prospectus and the governors' report. Governors have also omitted to include an update on the last inspection action plan. There are plans to correct these errors for next year. Low attendance at their annual meetings prompted governors to seek parents' views through the use of questionnaires. Three parents have since put themselves forward for the one parent governor vacancy which shows an increasing awareness of the need to be involved. At the request of parents, the issue of introducing a school uniform is now under consideration by governors.
35. The school makes extensive efforts to provide community services, such as child-care facilities, holiday clubs and a toy library, at low or no cost to the parents. In addition, the two learning mentors offer a confidential service to parents who, from time to time, need someone to act as a 'listening ear'. The good links with the local community continue to involve pupils in local studies and to attract volunteers into school to help hear children read. Support from the community for fund-raising and social events through the parents' association is good and the money raised in this way greatly helps the school.
36. There are close links with the adjacent junior school, with pupils making a number of visits there, so that transition from one school to the other is trouble-free. In partnership with an outer London primary school, the school offers placements for trainee teachers. In return, all the staff benefit from regularly sharing and disseminating good teaching and learning practices. As a training school, staff are strongly committed to developing the expertise of students and teachers in schools and colleges in their area and more widely.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good, overall. The acting headteacher provides good leadership together with senior leaders and has ensured that the school runs well during her period of interim headship. Management is effective. Governance is good.

Main strengths and weaknesses

- The acting headteacher has successfully promoted a sense of teamwork and shared responsibility amongst all staff.
- She has maintained and built on an atmosphere in which all those associated with the school feel fully involved and valued.
- Shared planning leads to a consistent approach to teaching and learning at the infant stage.
- The leadership and management of special educational needs are good and lead to very good provision.
- Governors are now more fully involved in strategic planning.
- The school makes a very good contribution to Initial Teacher Training.
- Monitoring of teaching and learning is not sufficiently rigorous.
- The school improvement plan does not focus sufficiently on raising standards.

Commentary

37. The acting headteacher has been very successful in creating a strong team ethic. Her open and inclusive style of leadership has encouraged others in the leadership team to take on new responsibilities and become more involved in decision taking. She, and her predecessor, have been very successful in retaining and recruiting a strong team of teachers, teaching assistants and other staff who all make a good contribution to the education, care and welfare of all pupils in the school.
38. Throughout the school, there is a strong commitment to the promotion of equality. Pupils and parents, who come from a wide variety of social and ethnic backgrounds, are made to feel welcome and relaxed in the school environment. The acting headteacher and all those with a leadership role put concern for the needs of individuals at the top of their list of priorities, and parents respond by actively supporting the school. For example, attendance and punctuality have improved considerably since the last inspection.
39. Good management strategies are employed to ensure that staff have time to plan together and to share ideas and expertise. Time is set aside each week for year group teachers to plan together, and the effectiveness of this is shown by the consistent way the curriculum is delivered in parallel classes. The staff who do not have a full-time teaching commitment are used effectively to give release time to teachers or to use their expertise to enhance learning. For example, the full-time special educational needs co-ordinator fully justifies her role by the way she plays an important part in enabling the large number of pupils with special needs to make good progress and achieve well. The school helps to train new teachers through its role as a training provider. This has long-term benefits in that it brings extra skilled adults into the school and helps to widen the pool of experience and expertise available to the pupils.
40. The school has continued to develop its procedures for the monitoring and evaluation of teaching and learning, and there is some good practice in the way co-ordinators carry out this role. Nevertheless, some of the monitoring is still not rigorous enough to ensure that weaknesses in teaching are identified and the necessary support put in place so that standards can improve. The school improvement plan does not have a really sharp focus on standards and priorities are not always clear. For example, although most subject co-ordinators have action plans they do not appear in the school plan, so specific targets for improvement in all areas of the curriculum are not always highlighted and regularly reviewed.
41. Provision for pupils with special educational needs is very good. There are strengths in the leadership and management of this aspect of the school. In particular, the special educational needs co-ordinator is an expert practitioner. She uses accurate assessment systems effectively to identify pupils' needs quickly. Subsequently, the school provides pupils with a very good level of high quality help from a range of teaching and support staff. This has a

beneficial impact on pupils' academic and personal development. She also manages the deployment of these staff very well.

42. The governing body has developed its role considerably since the last inspection. Governors come into school regularly and have a sound understanding of the strengths of the school and areas for development. They are now more involved in strategic planning, and better able to carry out their role of 'critical friend'. For instance, the governors have been instrumental in changing last year's deficit budget to one with a reasonable surplus this year. Procedures are now in place to ensure that the budget should remain in surplus for the foreseeable future.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,505,895
Total expenditure	1,471,046
Expenditure per pupil	3,617

Balances (£)	
Balance from previous year	11,664
Balance carried forward to the next	34,849

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory, overall, and similar to the standard noted during the previous inspection. Nursery provision is good and children achieve well. Provision and children's achievement in the reception classes are satisfactory. At the end of their reception year, most children are likely to achieve the Early Learning Goals in personal, social, emotional and physical development. They are unlikely to achieve the goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Provision for special educational needs is very good, and good support is provided for children with English as an additional language, and for children from refugee families.

Children enter the nursery at the start of the school term following their third birthday, and stay for a maximum of three terms before starting in reception in the term following their fourth birthday. At the time of the inspection, very early in the school year, 80 children were on the nursery roll, 40 each in the morning and afternoon sessions. Forty-two children were in two reception classes.

When children enter the nursery, their attainment is below the national average, and is particularly low in speaking and listening and in personal and social development. Forty-five per cent of nursery children do not speak English as a first language and, currently, 21 children have special educational needs.

Leadership and management are satisfactory, overall, in the Foundation Stage. Although both nursery staff and reception staff work closely together, the two groups rarely plan together in detail. Consequently, some repeated activities provide little progression. Teaching is inadequately monitored, and best practice is not identified.

Teaching in the Foundation Stage is satisfactory, overall, and is consistently good in the nursery. All teachers have high expectations of behaviour. Consequently, children quickly develop good attitudes to learning, and they sustain very good attitudes in Years 1 and 2. Although teachers consistently observe and comment on learning, assessment is unsatisfactory, overall, in the Foundation Stage. Written assessments are not analytical, and rarely include next steps for learning. Assessment is satisfactory in the nursery, but inadequate information is passed to the reception classes. Assessment in the reception classes is unsatisfactory because notes made by staff are not always used to improve teaching and learning. The school is aware of weaknesses in Foundation Stage assessment and has highlighted this for improvement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's attitudes and behaviour are always good.
- All relationships are very good.
- Some activities in the reception classes are purposeless.

Commentary

43. The school's very good induction programme welcomes parents, and quickly settles their children into the nursery and reception classes. Children are keen to attend nursery, and they have good attitudes to learning. Relationships are very good between children, and between adults and children. Support staff contribute significantly to children's learning. Behaviour is consistently good throughout the Foundation Stage, and is often very good. In the nursery, all

children are expected to complete activities. They are rarely distracted by classroom bustle, and many concentrate for extended periods of time. In the reception classes, when activities do not have clear objectives, children move restlessly between activities as they do not always know what is expected of them. For example, in an unsatisfactory creative development session where the teacher and the teaching assistant each led a small group, children waiting their turns in these groups drifted aimlessly between related, but undemanding activities. Foundation Stage children have good understanding of right and wrong because all adults constantly highlight good behaviour. Children have good understanding of a variety of faiths and cultures. For example, reception children know something of the teachings of the Bible, Torah and Qur'an.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All adults are very good role models.
- Early reading and writing skills are taught well.
- Writing skills are underdeveloped.

Commentary

44. All children listen attentively to adults, and to one another. Because all adults speak clearly, and take care to explain new vocabulary, most children quickly develop good understanding of English. For example, in a printing session seen during the inspection, a nursery officer used fresh fruit printing blocks to demonstrate the difference between *rough* and *smooth*. Nursery children with speech and language difficulties receive good teaching from the nursery special educational needs assistant. All children enjoy listening to stories but, during the inspection, few children voluntarily browsed in book areas. In the reception classes, good teaching of the shapes and sounds of letters is integrated with other areas of learning. In a good lesson seen in a reception class, the teacher used a variety of teaching methods and resources, including videotape, to teach the sound 'b'. She carefully matched all activities to the learning objective, and children completed the lesson by making banana sandwiches. Analysis of completed work by children in last year's reception classes shows high attaining children making good use of their increasing knowledge of letter sounds to improve their written work. For example, a child intending to write *The lollipop lady helps me*, achieved a very creditable *The lolo pop labe helps mey*. Children of average attainment recently transferred to Year 1 can recognise a few simple words. Good examples of mark-making are displayed in the nursery but, during the inspection, staff missed some opportunities to encourage pretend-writing. Many children in the reception classes do not hold their pencils correctly when writing. They can write their first names, but are not corrected when they randomly mix capital and lower case letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good homework scheme involves parents fully in their children's learning.
- Teachers do not plan systematically to develop children's mathematical vocabulary.

Commentary

45. Children of average attainment in the nursery count objects accurately to five, and have some knowledge of larger numbers. In physical development lessons they differentiate between *big* and *little* steps. In the reception classes, children of average attainment can count objects to ten. Analysis of work completed in last year's reception classes, shows that children of average attainment had good understanding of numbers to twenty. High attaining children had some understanding of numbers to 100. Children of average attainment, currently in the reception classes, recognise, but cannot discuss, the properties of a few simple shapes. They do not understand the question *Who has most?* They have some knowledge of positional vocabulary, but do not understand the meaning of *in between*. Teachers' planning does not always include a broad range of relevant words. All children in the reception classes can make two- or three-colour repeating patterns. Parents and children enjoy the school's mathematical homework scheme. A vigorous two-way exchange of practical ideas between teachers and parents helps develop children's mathematical understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- No significant strengths were apparent in this area of learning during the inspection.
- Children are rarely provided with adequate resources.

Commentary

46. Older nursery children know the names of some fruit and vegetables, including lemon, pomegranate, onion and pepper. During the inspection, they identified some insects, and a high attaining child recognised a grasshopper. In a satisfactory lesson seen in a reception class, children were unable to distinguish between a range of recorded sounds, including animal noises, weather noises and fireworks. In a good lesson, children discussed similarities and differences in their appearances, and then made good attempts at drawing one another. In discussion, children recently transferred to Year 1 enthusiastically recalled a farm visit. They remembered driving a tractor, but could not recall the words *lamb*, *calf* and *foal*. They confused *scarecrow* with *skeleton*. During the inspection, children were not seen to be involved in investigative play to help develop their early scientific skills, and were not challenged about why things happen and how things work. Most children have good computer skills. They visit the school's computer suite regularly, and use the mouse to control simple programs. All adults are adept at teaching information and communication technology skills to young children. However, the single computer in the nursery is not used effectively. Staff do not monitor access, and children often engage in minor disputes during extended waiting periods.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Reception play periods at morning, lunch-time and afternoon breaks are organised to develop children's skills and relationships, and are a strength of the school.
- Physical skills learned in the nursery are not adequately developed in the reception classes.

Commentary

47. Nursery children have good awareness of space when controlling wheeled toys in their outdoor area. However, during the inspection, boys tended to dominate all physical activities. In a

good physical development lesson seen in the school hall, nursery children confidently climbed and balanced on large apparatus. They were aware of health and safety issues and of the beneficial effect of exercise upon arm muscles. However, this apparatus was unchanged when used subsequently by reception children. In an excellent lunch-time session, organised by learning mentors and supervised by midday assistants, children made good progress in numerous games. Behaviour was excellent throughout, and the daily sessions contribute greatly to pupils' spiritual, moral, social, and cultural development. All children in the Foundation Stage have some understanding of the requirements for a healthy life style. For example, they know the benefits of eating fruit regularly. Throughout the Foundation Stage, children of average attainment have good fine motor skills. During the inspection, a nursery officer meticulously demonstrated how to control glue spreaders and avoid glueing hands, clothes or other people's work.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- No significant strengths are apparent in this area of learning.
- Adults do not fully involve themselves in children's play.

Commentary

48. Nursery children can name many colours, but their drawings are often less elaborate than those of other children of a similar age. Children in the reception class understand that two colours can be mixed to make a new colour. They know the meanings of *lighter* and *darker*. Nursery children enjoy collage work, but their skills do not develop in the reception classes. They have created very attractive indoor gardens using plants and shells mounted in earth trays. Imaginative play is underdeveloped in the nursery and reception classes. For example, during the inspection, children playing in the nursery shop were unprepared for the disciplines of shopping. They did not sequentially make lists, buy goods and pay with cash or credit cards. No adult intervened to settle disputes, and progress in role-play was limited. Similarly, in the reception classes, home corners are inadequately resourced, and are uninviting to children.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well as the result of good teaching.
- Provision for pupils with special educational needs is very good.
- Provision for pupils whose first language is not English is good.
- In lessons, pupils do not use ICT effectively as an aid to learning in English.
- There is insufficient planning for pupils to develop their speaking and listening skills.

Commentary

49. Attainment in English is good because of the school's successful efforts to maintain its high standards. This represents consistently good achievement, given that there is a wide variation in pupils' abilities and in their early learning experiences. Many enter the school with very low

levels of skills in communication, language and literacy and some with no use of the English language. The quality of teaching and learning is good, overall, with very good teaching and learning support given to pupils with special educational needs. Teaching and learning support provided for pupils with English as an additional language is good. Consequently, pupils of all abilities and backgrounds progress rapidly and achieve well. This shows in the results of the school's accurate assessment procedures and pupils' performance in national tests. In national tests in 2003, standards were average in reading, but above average in writing. The unconfirmed data for 2004 shows an improvement in reading and similarly good achievement in writing. Comparisons with similar schools show that, over time, pupils achieve better in reading and much better in writing.

50. Pupils with special educational needs make the same good progress and achieve well. This is because teachers plan work carefully for them that is matched realistically to individual need but is sufficiently challenging. Classroom assistants provide these pupils with effective support and encouragement that helps them make good gains in their learning. The practice of the special educational needs co-ordinator, teaching groups of pupils, is successful. The co-ordinator herself is a very good teacher and provides a good role model. Her match of work to the needs of specific groups is accurate and well focused. Links between the various members of staff are clear and developing effectively for the benefit of all pupils. In addition, a highly competent special educational needs learning support assistant successfully helps pupils to achieve their targets for learning.
51. Similarly, the procedures for the identification of the needs of pupils who are in the early stages of learning English are effective. Teachers plan thoroughly for the learning of these pupils with tasks that are matched accurately to particular levels of need. The support teacher aids teachers and pupils in this process. She links effectively with the class teachers and manages pupils' learning so that it is pertinent and relevant.
52. Standards in speaking and listening are broadly average. Some younger pupils find it difficult to communicate effectively because they are restricted by a limited vocabulary. This is especially so for those pupils who are only now learning English. Sometimes, the opportunities for pupils to engage in speaking and listening occur spontaneously. In order for pupils to make more systematic progress, there is a need for greater focus on this element of English in teachers' planning. When given structured opportunities to improve their skills, pupils achieve well. For example, some teachers use good questioning techniques that help pupils develop their ideas and shape their opinions. Elsewhere, pupils are encouraged to listen attentively and the use of partner work increases opportunities for them to discuss ideas with each other.
53. Standards in reading are good and pupils achieve well. They benefit from the many purposeful opportunities provided for individual, shared and group-guided reading activities that are linked closely to the National Literacy Strategy. They learn letter sounds systematically and apply this knowledge effectively to help them to sound out words. Many read simple texts accurately. Pupils take reading books home regularly and parents maintain the associated reading diaries conscientiously. Some parents attend a weekly, shared reading session with their children in classes. This reinforces the strong links between school and home as well as developing pupils' effective reading skills. The curriculum is enriched through annual Book or Story Telling Weeks. Professional authors and storytellers make a significant contribution to developing pupils' love of literature.
54. Attainment in writing is good as a result of the school's continuing drive to maintain high standards. There are ample opportunities for pupils to write for a variety of different purposes. Pupils use grammar and punctuation that is appropriate for their age. Recorded work shows that there is abundant evidence of extended, independent writing showing clear progression in the development of organisation, structure and imagination. Pupils develop a legible joined-up script and, as a result, the overall presentation of their work is good. The absence of

worksheets, which restrict pupils' ability to write freely and imaginatively at length in order to achieve the higher levels, is commendable.

55. Overall, the quality of teaching and learning is good. Most lessons are planned with appropriate learning intentions that are shared with pupils. Learning support staffs are deployed effectively so that those pupils with special needs, and those for whom English is not their first language, can make good progress. In best teaching practice, the summing-up session at the end of the lesson is used well to ensure that pupils have understood and met the main lesson objectives. However, this does not happen in all lessons. This, together with limited opportunities for pupils to use classroom computers to support their learning, are relative weaknesses in teaching.
56. The leadership and management of the subject are good, with a commitment to maintaining high standards. Accurate assessment procedures are used systematically to monitor and evaluate how well pupils are doing. However, there is no common format for lesson planning across the year groups that shows how pupils' work will be assessed, thus helping teachers to identify what pupils have achieved and the next steps in their learning.

Language and literacy across the curriculum

57. The use of language and literacy across the curriculum is good. Pupils use language and literacy skills well to enhance their learning in all other subjects, including information and communication technology in the computer suite. Classroom computers are underused for this purpose and opportunities are missed.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good in most lessons and helps most pupils to achieve well.
- Achievement by pupils with special needs is very good.
- Good leadership and management are helping to identify areas for improvement.
- Assessment information is not consistently used to set challenging targets for more able pupils.

Commentary

58. The results of the national tests, taken at the end of Year 2, show that the percentage of pupils reaching the expected Level 2 is roughly in line with national averages and better than similar schools. Taking into account the number of pupils whose first language is not English, and the high number with special educational needs, this represents good achievement. However, when judged on the average points score, the results in the last few years have been below average. This is because fewer pupils have been reaching the higher levels. Over the last few years, standards have been rising in line with the national trend. Boys have tended to out-perform girls but the gap is narrowing and the difference is not now significant.
59. Most pupils achieve well because they are well taught. Teachers have a firm grasp of the National Numeracy Strategy, plan well for different groups of pupils, and succeed in motivating pupils to try hard and do their best. Assessment is used well to identify under-achievement so that appropriate support may be given. For example, pupils taught in a separate group by the special needs co-ordinator receive highly skilled teaching targeted at their specific needs, and pupils whose first language is not English are given very good support in the classroom by well-trained teaching assistants. This means that many pupils who might otherwise lack confidence are highly motivated and make very good progress.
60. In the best lessons, teachers use a range of strategies to maintain pupils' interest and attention, such as using individual whiteboards so that everyone can display their answer and

give teachers immediate feedback on pupils' understanding. These lessons proceed at a good pace, and teachers make sure that all abilities are fully involved and actively learning. For instance, in one lesson, pupils had to arrange themselves in order according to the length of a piece of string they were holding. This was very successful in helping them to understand language such as *first*, *last* and *in-between*. In another lesson, pupils with special educational needs were well motivated and enthusiastic because despite their learning difficulties they were made to feel they were being successful. Sometimes, teachers' class management is not strong enough to ensure that all pupils stay on task, and a few pupils disrupt learning for the rest of the class. A weaker feature of several lessons was that the higher-achieving pupils were not given sufficiently challenging tasks. In some cases this led to a loss of interest, and opportunities to extend learning were lost.

61. By the end of Year 2, most pupils are setting work out neatly in their exercise books and using a good range of strategies for solving number problems up to 100. They know the names and some of the properties of two- and three-dimensional shapes, and display their findings in a variety of tables and graphs. Most are confident in using computers for this purpose, although opportunities to use technology to enhance learning in the classroom are not always exploited. Only a few pupils can tackle higher order skills such as trying out their own methods of solving a problem or interpreting information given in a chart.
62. The leadership and management of the mathematics co-ordinator are good, overall. She has introduced a new scheme linked to the numeracy strategy, which, together with school-based training and feedback on lesson observations, has raised teacher confidence. She carries out an annual review of Year 1 and Year 2 test results and uses the analyses to confirm successes and identify areas for improvement; for instance, the need to challenge the higher-attaining pupils. She has successfully involved parents in their children's learning through strategies such as family numeracy classes and the monitoring of homework. Her plans for further development in the subject should ensure that standards continue to rise.

Mathematics across the curriculum

63. Not enough lessons in other subjects were observed to assess this aspect accurately. Some good work is evident in information and communication technology lessons in the computer suite, for instance, data-handling. Opportunities are sometimes missed to enhance mathematical knowledge in day-to-day activities, such as morning registration. More could be done to identify opportunities in the medium-term planning for other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Through monitoring pupils' work and the quality of provision, the subject manager has a good overview of standards and has highlighted appropriate areas for development.
- There is a greater focus on the investigative nature of science and this is helping to maintain pupils' interests and develop their good attitudes to learning.
- Teaching and learning is frequently good and this ensures that pupils achieve well.
- Coverage of the science curriculum is satisfactory, overall, although pupils do not systematically use information and communication technology in science.

Commentary

64. Information presented by the school on the 2004 national assessments in science shows that a similar percentage of pupils reached the standard expected for their age compared with the previous year, but a greater percentage gained a higher Level 3 than before. These results

were reflected during the inspection, when pupils were working at average levels in Years 1 and 2. Most were achieving well, so it is likely that a significant minority will reach the higher levels by the end of the year. Pupils with special educational needs achieve well because their learning difficulties are quickly identified and additional support helps them to improve their reading and writing skills. This means that they improve their access to the science curriculum and their ability to record their findings. Those pupils learning English as an additional language also achieve well due to the effective support provided; for example, in Year 1, where pupils were encouraged to learn the names of a range of fruit and how to pronounce these accurately.

65. Discussions and a scrutiny of pupils' work and teachers' planning indicate that all areas of the curriculum are being taught and a good range of enquiries, observations and investigations has been provided. Pupils had responded well to questions such as 'Where are you more likely to find snails?' when taking part in a snail hunt, and 'What changes might take place?' when chocolate was heated or 'ice-pops' put in the freezer. Links with literacy were developed when, for example, pupils wrote instructions on planting a seed. These kinds of activities prepare pupils for later scientific work by developing their observation and recording skills. During the inspection, planning did not clearly highlight the systematic use of ICT to enhance teaching and learning in science.
66. Pupils respond very well to practical activities and most say they enjoy science and finding out about things. Because they are interested in what they are doing they behave well and develop very good attitudes to learning. In some lessons, however, staff have to work very hard to maintain the pupils' concentration, particularly the youngest pupils with learning and behavioural difficulties in Year 1. Some of these pupils had not spent a whole year in the reception year and were finding it difficult to listen. Recognising this, the teacher changed her plans and offered activities of a more practical nature, more closely related to the pupils' own experience. Consequently, by the end of the lesson, pupils had a clear understanding of the five senses.
67. Satisfactory improvements have been made since the last inspection and the co-ordinator is currently reviewing the curriculum with the intention of making it more creative. This reflects one of the school's priorities and national guidance on extending and enriching the overall curriculum. Effective monitoring ensures continual development of the subject and a good focus on raising standards. Generally, the subject is managed well and the leadership has helped to maintain improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- The curriculum is well organised, covering all aspects of the subject.
- The ICT suite is used well to teach the curriculum.
- Staff are now well trained and confident, which has helped to raise the quality of teaching.
- The subject is well led and managed.
- Computers in the classrooms are not used regularly.

Commentary

68. Standards in ICT have risen since the last inspection when they were found to be below national expectations. Since then, a suite of computers has been installed and pupils now experience a full range of curriculum opportunities. Evidence from lessons observed, written and photographic records, and from talking to pupils, indicates that standards are now in line with national expectations in Year 2. Taking into account the number of pupils whose first

language is not English and the high proportion with special educational needs, this represents good achievement.

69. The curriculum is well organised and is supported with a good range of resources. As well as the networked computer suite there is a range of laptops, digital cameras, video camera, multi-media projector and a portable electronic whiteboard. All classes, including the nursery, regularly use the computer suite, and a technician, who is shared with the Junior School, gives good support.
70. Staff, both teachers and assistants, have undergone training and most are now very confident in their handling of the technology. Pupils work well together in the suite, and usually co-operate sensibly in pairs. Pupils at the beginning of Year 1 were able to create a picture of a house by loading the correct program, selecting the appropriate icons and displaying good mouse control in arranging their picture. Almost all knew how to print their picture at the end of the lesson. Others entered information about different coloured teddy bears on to a database and, with help, created a pictogram on screen. Pupils in Year 2 retrieved information previously entered and, with help, used the query tool to interrogate the database. Most pupils in the lessons observed showed a high degree of confidence and skill in their handling of the technology.
71. The co-ordinator has been very successful in enabling all pupils, including those with special needs and those whose first language is not English, to achieve well. Initiatives such as the after-school computer club, where priority is given to any child who does not have a computer at home, have further enhanced provision. She has worked hard to improve standards in the subject, and has put in place some sound assessment procedures. This, taken together with plans to further improve resources, should ensure that standards continue to rise.

Information and communication technology across the curriculum

72. Pupils experience some interesting activities away from the suite, for instance, making a video documentary during an 'art week', and the recording of favourite stories for other pupils to enjoy. Samples of work show that subjects such as art and design, design and technology and mathematics are well supported by the use of ICT. There is, however, room for the wider use of computers to support learning in the classroom on a day-to-day basis. This should become much easier when the plan to put extra computers and more software in each classroom is carried out.

HUMANITIES

73. Inspectors observed two history lessons and three religious education lessons. No lessons were observed in geography. They also looked at pupils' work and teachers' planning and spoke with staff and pupils. It was not possible to make overall judgements on provision in history or geography.
74. The previous inspection judged provision in **geography** to be satisfactory and evidence from this inspection would indicate that this standard has been maintained. Work completed by a higher-attaining Year 2 pupil in the summer term included a very good map of her route to school, and very clear directions. In discussion, pupils currently in Year 2, recalled summer visits to public parks, and comparisons with the facilities offered. They had good understanding of environmental protection, and very clear views about how public spaces might be made attractive to visitors. Regular visits to a field studies centre give pupils practical experience in geographical skills.
75. Provision, overall, in **history** is similar to the satisfactory standard noted during the previous inspection. In discussion, pupils in Year 2 vividly recalled how their visit to a toy museum showed that most Victorian toys were static until pushed or pulled by hand, in contrast with automated contemporary toys. In a satisfactory lesson seen in Year 1, pupils had a little understanding of chronology, related to birth, growth and death. In a satisfactory lesson seen in Year 2, pupils knew that seaside holidays have changed in character over a period of years. They explained the function of bathing huts, and compared contemporary beach toys, made

from plastics, to older toys made of wood and metal. A weakness in this lesson was the teacher's imprecise description of the time-scale involved. Work completed in the summer term by a high attaining Year 2 pupil showed very good understanding of the life of Samuel Pepys and good literacy skills. Generally, pupils are encouraged to write fully, in their own words and this supports achievement both in history and writing.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The subject is well led and managed and this has brought about significant improvements since the last inspection.
- The quality of teaching is good and helps pupils to achieve well.
- Pupils now reach the standards expected in the locally Agreed Syllabus.
- Apart from ICT, resources are used well.
- There is a lack of visits to support pupils' understanding of religious buildings of different faiths.
- Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.

Commentary

76. Provision for this subject has improved significantly. This is a direct result of the good leadership and management, which has helped to develop the curriculum and improve the quality of teaching. Through their work on world religions, pupils develop a good understanding of the elements that the different faiths have in common, and those which are special to one particular religion. The standards of pupils in Year 2 meet the requirements of the locally Agreed Syllabus and show good achievement for all pupils.
77. The quality of teaching is generally good and particularly sensitive to the pupils' backgrounds, beliefs and differing experiences. Pupils in Year 1 were keen to talk about their understanding of Shabbat and spoke well about things that are 'special to Jewish people'. Their understanding was enhanced by a visitor speaking about her practices, and also the practical nature of some tasks. In addition, the use of good quality resources and the playing of music at the start of the session helped to encourage pupils to take the session seriously and supported their spiritual development well. Pupils in Year 2 listened to a Bible story and because the teacher related it effectively to their own experience, pupils understood the message beyond the literal. The pupils respond well to practical activities that aid their understanding, but this is not made the most of with visits to local places of worship. Also, staff are not yet fully using ICT to enhance pupils' learning in religious education.
78. All pupils, including those with special educational needs, are very well included in all activities, and achieve well. Teachers carefully introduce new vocabulary and sensitively handle the ways in which people's personal religions and beliefs should be valued. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, including their understanding of the beliefs and faiths of people in Britain.
79. The subject is well led and managed. The subject leader understands the key elements which make religious education different from other subjects, especially in its contribution to pupils' spiritual development. She makes good links between religious education and assemblies and a frequently changed display in the hall supports pupils' knowledge and understanding. The subject action plan identifies clear and appropriate priorities for development aimed at improving the quality of provision. She monitors planning, pupils' work, teaching and learning, and from this discovered that pupils found it more difficult to remember aspects of Judaism. In response to this she has raised the profile of Jewish celebrations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Only one lesson was seen in each of art and design, design and technology and music, and three in physical education. Inspectors also spoke to the subject co-ordinators about their work, analysed the school's curriculum provision and evaluated pupils' work from the previous year and displays around the school. It was not possible to make overall judgements on provision in these subjects.
81. It is evident from the analysis of pupils' work and from teachers' planning that work in **art and design** covers all areas of the National Curriculum Programmes of Study. Standards reached by most pupils, and levels of achievement, are satisfactory. This is similar to the judgement at the time of the last inspection.
82. Art and design is used well to enhance learning in other subjects and to celebrate aspects of living in an inclusive multicultural society. This is seen, for example, in the school's celebration of Black History month, and in its participation in the festivities associated with The Caribbean Carnival. Pupils use painting and design programs regularly as part of their work in information and communication technology. Pupils' learning in art and design is enhanced through the weekly held drawing club. Evidence of recorded work suggests that, as a result, participants improve their skills significantly in this aspect of their learning.
83. In **design and technology**, standards reached in the work seen are in line with those expected nationally. This represents an improvement from the last inspection, when standards were judged below average. Pupils gain experience of a range of materials and techniques and of developing the skills expected through designing and making a variety of products. For example, pupils in Year 2 show that they are familiar with the principles of designing, making and evaluating their product when constructing Incy Wincy Spider. In producing their own 'Joseph's coat', pupils produce computer-generated designs showing repeating patterns. This indicates that ICT is used competently to support learning in design and technology. At different times throughout the year, but particularly during Art Week and on practical design and technology afternoons, pupils enjoy first-hand activities of practical food technology. The art and design and design and technology curricula are enriched when the school holds its annual Art Week. Visiting experts work successfully with pupils, using a variety of media to produce sculptures, puppets and pottery pieces from a range of creative activities.
84. The co-ordinator has observed some lessons in the subjects, but not recently. His overview of these subjects derives partly from his observations and from discussions with his colleagues. He is currently devising a new scheme of work for both subjects that will contribute to the school's establishment of a more creative curriculum. It is not possible to judge the quality of the new curriculum because it is in the early stage of development.
85. In the **music** lesson observed, pupils made good progress because they were taught well by an experienced musician who had high expectations of work and behaviour. Teaching built systematically on pupils' prior experience and pupils reached a very sound standard in their learning.
86. The school participates in performances in and out of school. The school choir visits different venues in the local community to entertain various groups, as well as participating in local musical festivals. The school choir received a commendation in the most recent festival held by the borough in June 2004. The school holds a regular weekly singing assembly. In the one seen, singing was tuneful and melodious. The pupils sang enthusiastically and with good recall of the words of different songs. Where possible, the school enriches its curriculum by inviting visitors to school, such as a Turkish dance group. All of these activities enhance pupils' learning and appreciation of the performing arts, music and culture.

87. The subject co-ordinator is very experienced and has a clear overview of standards. This derives from guiding and supporting her colleagues in their classes and from providing demonstration lessons for their benefit. This can be particularly helpful to non-specialist colleagues and serves as an effective model to disseminate good teaching practice. The school is currently trialling a new scheme of work for full implementation later this year.
88. The **physical education** curriculum is organised to give all pupils a satisfactory experience of the different elements of physical education. During this inspection only gymnastics was observed, so it is not possible to make a firm judgement on standards. However, the lessons that were seen suggest that teachers are not developing pupils' skills systematically as well as they should. Year 2 pupils knew how to hop, jump and skip, and most showed a fair degree of co-ordination in doing so, but they were unaware of how they might improve the quality of their movements, or vary such things as speed, shape and height. This is because teachers did not make lesson objectives clear or challenge pupils to extend or improve the quality and range of their movements.
89. The co-ordinator is aware that some teachers lack confidence and need more guidance on how to develop gymnastic skills, but has not considered whether the practice of using the same apparatus for each year group might have a negative effect on skill development. In the lessons observed the apparatus sometimes got in the way and made it more difficult for learning objectives to be achieved.
90. A good range of outdoor play equipment enhances the curriculum. This is exploited to the full by some highly skilled support staff, who make sure that both physical and social skills are developed well during playtimes. Extra-curricular activities such as the fitness club, which is being run in preparation for joining the 'Healthy Schools' initiative, are valuable in further widening pupils' experience.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. This area of the school's work was sampled by looking at two lessons, and at provision throughout the school's everyday practice, in assemblies, during extra-curricular activities, attending a school council meeting, and through speaking with pupils.
92. Provision for personal, social and health education is good, overall. All classes cover aspects of development relevant to the age of the pupils, within formal lessons such as science, or during sessions such as 'circle-time', where they sit in a circle and discuss set issues, or highlight concerns. As is usual for pupils of this age, sex and relationship education is usually covered through aspects of science and through answering questions appropriately if they arise. Drugs awareness is also introduced, for example, by encouraging pupils to become aware of the usefulness and dangers of medicines. The co-ordinator has identified areas for further development, such as, work on improving healthy life styles.
93. Pupils readily take responsibility and develop an understanding of their own role within the school community. This was seen in a Year 2 class where successful teaching resulted in pupils identifying the attributes of good citizens. Another good lesson encouraged pupils to recognise the need to value the environment.
94. Personal and social education is also implicit in all aspects of school life. Pupils talk confidently to adults and know that their ideas are valued. The school council introduces pupils to the concept of democracy, and is giving them the opportunity to suggest improvements, such as the 'friendship bench' in the playground where pupils support each other.

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	2
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	3
Attitudes	2
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils needs	4
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).