

INSPECTION REPORT

BROADFIELD EAST INFANT SCHOOL

Crawley

LEA area: West Sussex

Unique reference number: 125920

Headteacher: Mrs H Tinston

Lead inspector: Mr Christopher Gray

Dates of inspection: 28 February – 2 March 2005

Inspection number: 271726

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:	273
School address:	Vulcan Close Broadfield Crawley West Sussex
Postcode:	RH11 9PD
Telephone number:	01293 406182
Fax number:	01293 410590
Appropriate authority:	The governing body
Name of chair of governors:	Mr J McGough
Date of previous inspection:	6 December 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the southern suburbs of Crawley, an area among those with the highest indicators of deprivation in West Sussex. The school is average in size but is smaller than at the last inspection because the age of transfer changed in September 2004 from age eight to age seven. This meant that the school was reduced in size by about one-quarter and has made several of the comparisons with proportions at the last inspection different. The proportions of pupils leaving or joining the school during the course of the year are average.

Pupils' attainment on entry is well below average overall and very low in language and personal skills. Most pupils' socio-economic circumstances are well below average. The school has concrete evidence to show that entitlement to a free school meal is above average, though the proportion of pupils whose parents wish them to receive such meals is average; the county offers no hot meals, which is seen as the reason why take-up is lower than eligibility. The proportion of pupils on the special educational needs register is below average, though in all recent years until the last, it was above average. The proportion of pupils with Statements of Special Educational Needs is average; given the length of the statementing process in West Sussex, this is high for an infant school. Changes in the profile of special educational needs are due to the loss of Year 3. Pupils' needs include social, emotional or behavioural problems and speech or communication difficulties. The percentage of pupils from ethnic minorities is higher than in most schools, as is the proportion of pupils at the early stages of learning English as an additional language. The most common other languages are Urdu, Panjabi and Gujarati. Most of the pupils at the early stages of learning English are in the Nursery and Reception; by the time they reach Year 1, most of these pupils are beyond the early stages.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology Music
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	Special educational needs English Religious education Geography History
21090	David Manuel	Team inspector	English as an additional language Foundation Stage Science Art and design Design and technology Physical education Pupils from minority ethnic backgrounds

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which gives good value for money. Pupils achieve well from low starting points. Standards by Year 2 are below average in reading, mathematics and science and well below average in writing. The quality of teaching is good and the school's management is good overall.

The school's main strengths and weaknesses are:

- The school makes excellent provision for pupils' care and welfare.
- Pupils' personal development is at the heart of the school's work and this results in their very good behaviour and attitudes to learning.
- Provision for pupils with special educational needs is very good.
- Standards in writing could be higher if teachers had greater expectations of what higher attaining pupils can achieve.
- The partnership with parents is good.
- The school day could be used more efficiently.

Improvement since the last inspection has been satisfactory. The key issue of the last report has been appropriately dealt with: there is now a comprehensive programme of lesson monitoring. However, monitoring needs to focus more sharply on pupils' learning, especially that of higher-attaining pupils. Teaching is now good in all stages of the school and no unsatisfactory teaching was observed. Standards fell after the last inspection indeed, results in the National Curriculum tests in the year of the inspection were significantly lower than the standards noted in the report. Declining skills of children starting school and above average proportions of pupils with special educational needs have contributed to this. Standards have begun to rise again over the last two years.

STANDARDS ACHIEVED

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

Pupils achieve well. The table above shows that results in the 2004 National Curriculum tests were well below average in reading and writing and below average in mathematics. This represents good achievement because pupils' skills in these areas when they started school were lower. The inspection finds that current standards are below average in reading, mathematics and science and well below average in writing. Children in the Foundation Stage also achieve well, but, because of low starting points, most will not have reached the goals expected of children by the end of Reception, except in personal development, where children make very good progress, and in physical development. The school rightly sees this aspect as being of the highest priority in order that children may be able to learn. Boys and girls, pupils with special educational needs, those for whom English is an additional language and children from minority ethnic backgrounds achieve as well as other pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Behaviour is very good and pupils have very good attitudes to learning because all adults have high expectations, which pupils themselves adopt. By Year 2, pupils are beginning to develop a good degree of independence in their work and many have the self-discipline to work well unsupervised. Attendance is satisfactory, though a few families are not as co-operative in ensuring maximum attendance as are most parents.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good. Pupils learn well because teachers make lessons interesting and because they want to learn. This is a result of the very good attitudes which the school has helped pupils to develop. Teachers plan their lessons carefully and make sure that pupils understand what they are learning in each lesson and how it fits in with previous work. Clear explanations enable pupils for whom English is an additional language to learn as well as others. Higher-attaining pupils need to make more use of their writing skills in English and other subjects. Teachers often keep the children on the carpet for too long at the start of lessons because some of the sessions themselves are too long. The curriculum is good and interest and relevance are added by extra-curricular activities, guest speakers and visits. The care and welfare given to pupils are excellent. Links with parents and other schools are good and those with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has a clear understanding of the priorities for her school's improvement and gives strong leadership in supporting pupils' pastoral development. She is well supported by her deputy and senior management team and there is a good management structure to ensure that decisions are fully considered and effectively enacted. Governance is satisfactory; some governors are extremely knowledgeable about the school's work but difficulties in recruitment impair the governing body's effectiveness in supporting and monitoring the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school and its work. They appreciate the good start to their children's education and value the school's work in showing them how to help in their children's learning. A few parents in the response to the questionnaires felt they were not well informed about their children's progress, but inspectors found that the quality of information given is good and that there are ample opportunities to discuss concerns with the staff. At the parents' meeting, all who attended agreed that all members of the staff are very approachable. Pupils are fond of their school and particularly like the playground equipment for Foundation Stage children.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations of how much higher-attaining pupils in Years 1 and 2 can achieve in their day-to-day written work in English and in other subjects
- Make more effective use of the time in the school day and the balance of time in lessons

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in the Foundation Stage and in Years 1 and 2. By Year 2, pupils' attainment is below average in reading and mathematics and well below average in writing.

Main strengths and weaknesses

- Pupils' overall achievement is good because they make good progress from their low starting points on entry to school.
- Higher-attaining pupils need more challenge in writing in Years 1 and 2.

Commentary

1. Foundation Stage children achieve well. They start school with skills that are well below average overall and very low in language and personal development. The school's records show that attainment on entry is lower than that found at the last inspection, partly because of a decline in the socio-economic circumstances of the area. Most children will not have reached the goals expected of children by the end of Reception, except in personal development, where children make very good progress, and in physical development.
2. In the 2004 national tests at the end of Year 2, the average point scores (where pupils' attainment at all levels is taken into account as in the table below) were well below the national average in reading and writing and below average in mathematics. Compared with the results of similar schools (those with similar proportions of free school meals), these results were well below average in reading, below average in writing and average in mathematics. The five-year trend is below the national trend because of a fall in results in 2001 and 2002. Results have been rising overall since then.

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

Standards in:	School results	National results
reading	14.0 (14.5)	15.8 (15.7)
writing	12.9 (12.4)	14.6 (14.6)
mathematics	15.6 (14.7)	16.2 (16.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year.

3. The inspection finds that current standards reflect the slow rise in standards. By the end of Year 2, pupils' attainment in reading is below average and that in writing is well below. Teachers do not expect higher-attaining pupils to produce the quantity and quality of work of which they are capable. Standards in mathematics are below average, but only slightly below at both the expected level (Level 2 and above) and the higher level (Level 3). In science, standards are below average. Attainment in ICT and religious education meets expectations.
4. Pupils from minority ethnic groups achieve well, at the same rate as other pupils. Their attainment covers the full range from well below average to a small minority who attain above average levels. Good progress is made from entry into the Foundation Stage in their learning. They effectively develop key early skills in communication, numeracy and personal development. In Years 1 and 2, these skills are further extended in links with other subject areas.

5. Pupils with special educational needs and those for whom English is an additional language achieve as well as others because teachers set tasks and devise programmes that offer them the right level of challenge and support. For example, many need specific help in developing speaking and listening skills, and teachers and support staff often work with them in small groups adapting their questioning or rephrasing explanations to ensure that pupils understand. Of particular note is the very good progress that these pupils make in acquiring listening skills; many learn to concentrate very well despite their difficulties in expressing themselves.
6. There are no significant differences in the performance of boys and girls. The school has a register of gifted and talented pupils, who receive the same provision as higher-attaining pupils in each class. Their achievement is similar to that of other pupils, namely good overall but satisfactory in English because they need more challenge in written work.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is very good and they have very good attitudes to learning. Pupils' personal development is very good overall, including their spiritual, moral, social, and cultural development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' very good behaviour and attitudes contribute to their good learning.
- Very good relationships and harmony exist throughout the school.

Commentary

7. Pupils' very good behaviour contributes well to their progress and development. Pupils understand the school's rules and absorb the values transmitted to them by teachers and all staff, who are very good role models. The school creates a very good working atmosphere which promotes very good behaviour and this has a positive impact on pupils' learning. Pupils respond very well to rewards and are pleased to be praised, particularly in assembly when receiving certificates from the headteacher. No incidents of bullying were seen during the inspection and pupils say they have no experience of any such incidents. Most parents are confident that the school deals well with any issues which may arise. Children in the Foundation Stage make very good progress towards the goals for personal development.
8. Pupils from minority ethnic groups have good attitudes towards their learning and behave well in lessons and at playtimes. In response to good teaching and individual support from teachers and teaching assistants, they develop increasing enquiry skills and a desire to learn. They work collaboratively with other pupils and form friendships, regardless of their ethnicity. There have been no racist incidents.
9. Teachers' high expectations of pupils stimulate a desire to learn. Clear policies and good relationships build pupils' confidence, self-esteem and very good attitudes to learning. Pupils are keen to take responsibility and through class councils are beginning to play a meaningful role in school life. Parents say that their children enjoy coming to school and pupils speak enthusiastically about their work; this is evident in the lessons observed and in the very good attitudes of all pupils. They enjoy their lessons, are keen to question, and show an interest in learning. Pupils work both independently and in groups, co-operating, sharing and valuing ideas. Behaviour is also very good in the playgrounds.
10. There are many opportunities for pupils to enhance their social development through taking responsibility, which they do with eagerness and pride. A range of visits for all years and visitors to support learning help pupils to develop maturity and provide experiences not all would receive out of school. Pupils are encouraged, through all school activities, to care for and respect others and to work hard. They are fully involved in the local community and are developing a good understanding of other cultures and beliefs.

11. Provision for spiritual awareness is good; the school puts emphasis on developing pupils' self-knowledge and spiritual awareness. Time for pupils to reflect on their experiences is well established and this enhances their self-awareness. Moral development is very good. Pupils understand right from wrong and show evidence of this in their daily actions around school. Pupils' social development is very good; they are beginning to take responsibility for themselves and for others. They are involved in making and upholding school rules and classroom rules. During the inspection, older pupils were seen reminding younger ones that they were not supposed to run in the corridors. Pupils' cultural development is good. Pupils are aware of their own culture and traditions and a range of activities ensures that pupils' multi-cultural understanding is developing, particularly through art and religious education, personal education and dance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.5
National data	5.1	National data	0.4

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

Attendance is satisfactory, even though the figures for last year are well below the national average. The school has good procedures to encourage and promote attendance and works closely with other agencies, including the school counsellor and education welfare officer, to support families with problems. Attendance is improving slowly. Absences are in no way connected with indifference to school or anxiety about it and are not linked to particular ethnic groups. Pupils whose attendance has improved are encouraged with positive rewards and they are keen to receive these.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	143	1	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Pakistani	9	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	2	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0

No ethnic group recorded	61	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

Exclusions are rare and are used as a last resort.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, effectively enriched by visits and extra-curricular activities. The care and welfare given to pupils are excellent. Links with parents and other schools are good and those with the community are very good.

Teaching and learning

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

Main strengths and weaknesses

- Adults set high standards for pupils' behaviour and are skilled in ensuring that they are met.
- Lesson planning is thorough and teachers provide pupils with interesting activities.
- Teachers do not have sufficiently high expectations of what higher-attaining pupils can achieve in English in Years 1 and 2.
- Teachers' introductions to lessons are often too long.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (5%)	25 (68%)	10 (27%)	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.

Commentary

- The chief reason for pupils' good learning is the very good ethos that is established in every class. This is a result of the very good strategies which teachers and assistants use to manage pupils' behaviour. A number of pupils in each class find self-discipline difficult but adults have developed very effective ways of managing outbursts of wilfulness or inappropriate behaviour. Other pupils soon learn how to ignore such behaviour with the result that good learning takes place in most lessons. Occasionally, however, the high noise levels in a teaching area (the school has no individual classrooms, an arrangement known as 'open-plan') can affect the quality of learning in another.
- Teachers' planning for lessons is very thorough and includes clear intentions for pupils' learning, which are made known to pupils at the start of every lesson. Lessons are usually interesting and capture pupils' attention. An example of a well-chosen, interesting activity was seen in a good mathematics lesson for Year 2 pupils. The topic was about using standard units for measuring length; this is sometimes a routine lesson in other schools. However, the teacher approached the learning with a hypothesis: *your arm span is the same as your height*. Good connections were made with science when pupils were asked why it was important to measure both using the same unit. Pupils were asked to prove or disprove the hypothesis by their own measurements and the investigation created an atmosphere of excitement. Teachers mostly use their assistants well and enable them to give good support. However, there are a few occasions during teachers' introductions to lessons when assistants could be more active in checking pupils' understanding.

14. Teachers' expectations of the attainment in English of higher-attaining pupils are not always high enough in Years 1 and 2. In oral work, these pupils are not sufficiently challenged to give reasons for their answers or to explain what they mean. In written work, teachers sometimes ask these pupils to write no more than one or two sentences, when they could clearly achieve more.
15. Literacy and numeracy lessons last a full hour. A few pupils in each class have short attention spans and teachers compensate for this by planning long introductions to lessons, so that the time for independent activities is not too great. However, this is counter-productive, because those pupils with low attention lose concentration during lengthy sessions on the carpet, while, on some occasions, insufficient time is left for pupils to complete their tasks. On most occasions, however, the balance is about right, though teachers and pupils would benefit from shorter lessons. In a very good mathematics lesson for Year 2 pupils, the time allowed for activities was just right and enabled a group of higher-attaining pupils to conduct an interesting investigation into a possible link between the length of their feet and their forearms. They achieved a high degree of independence in this task and showed that the two lengths are not generally the same; they also hypothesised that the difference between the two increases with increase in height. This was very effective learning.
16. Procedures for assessing pupils' performance are good, and are of similar quality to those seen at the last inspection. There are thorough systems to measure and track pupils' progress in English, mathematics and science.
17. In the Foundation Stage, assessment information is used well in planning what children need to learn next. In Years 1 and 2, this is satisfactory. Assessment data are used effectively to group pupils for tasks. Teachers use the gathered information well to predict likely performance, although it could be used more frequently to plan more challenging work for higher-attaining pupils in English. Teachers prepare their work thoroughly, but sometimes find it difficult to adapt it during the lesson to reflect the pace of pupils' learning. The reading books that teachers select for their pupils offer the right degree of challenge. The quality of marking varies, but in some classes it is very good and consistently shows pupils how they may improve their work.
18. Assessment procedures for pupils with special educational needs are very good. The school does all it can to ensure that these pupils' needs are promptly identified, and very close links have been established without outside agencies, whose expert support is sought at the earliest opportunity. Individual education plans describe realistic, achievable targets, and are maintained well. They could also usefully contain a note of the progress pupils are making towards the targets identified. Parents are kept fully informed of their children's progress and the school makes helpful suggestions on how they may support their learning at home. Teachers thoroughly understand the learning needs of those in the class who need greatest support and offer them work at the right level to lead them on to the next stage of their learning. Classroom assistants are well trained and offer very good support when special needs pupils are working individually or in small groups.

The curriculum

The school provides a good curriculum that is relevant to the wide range of pupils' needs. The curriculum is enriched by a variety of visits and visitors. Accommodation and resources are good and are used well to support teaching and learning.

Main strengths and weaknesses

- The school has a strong policy to provide the best learning opportunities for all pupils.
- Good provision gives a good start to young children in the Foundation Stage.
- Good provision for pupils for whom English is an additional language and those from minority ethnic backgrounds helps them gain a clear understanding of tasks.
- Very good provision for pupils with special educational needs helps them make good progress.

- Some sessions are too long and better use needs to be made of time allocation.

Commentary

19. The curriculum is firmly based on the National Curriculum and the locally agreed syllabus for religious education and meets statutory requirements. It has been effectively reviewed and improved since the previous inspection to cater for the significant numbers of multi-faith pupils and the above average number of pupils with special educational needs in some year groups. The school has a strong commitment to promote equality of access and opportunity for all its pupils. A good range of strategies has brought greater interest and relevance to pupils' learning and encourages them to develop their curiosity, communication and problem-solving skills. These strategies have a positive impact on pupils' learning and on their personal and social skills by developing a desire to learn.
20. The curriculum for the children in the nursery and reception classes is good, and is well planned round the recommended areas of learning. Good arrangements enable these young children to make a smooth transition to the National Curriculum in Years 1 and 2. The overall good quality of the curriculum prepares children effectively for the next stages in their education.
21. In support of its strong inclusion policy, the school pays good attention to adjusting the curriculum to meet the needs of pupils of different capabilities, thereby ensuring that everyone, including those from minority ethnic groups, those with special educational needs and those who have special gifts and talents, are provided for well. Teachers and teaching assistants carefully adapt work to meet the specific needs of individuals, including their academic, personal, social and physical needs. These strategies include extra language support and visual prompts to help pupils understand what they have to do. A weakness is that higher-attaining pupils do not receive enough challenge in English in Years 1 and 2.
22. Extra support is provided for minority ethnic pupils through dual-language books in the library and in class book shelves. Also, multi-cultural toys and costumes are provided regularly for use by all pupils to develop their understanding of the different cultures and traditions. Curriculum planning takes full account of the wide range of cultural diversity throughout the school, particularly in religious education and personal and social education. Extra support is also provided by outside agencies, as required, to meet the needs of particular pupils.
23. Provision for pupils with special educational needs is very good, and the curriculum is very well adapted to their needs. The school acts swiftly to identify the causes of pupils' learning difficulties and takes prompt action to overcome them. The school has wisely secured the assistance of a speech and language therapist to support this work, since so many begin school with low language skills.
24. The school day is divided into hour-long sessions in the morning, mostly used for literacy and numeracy. As discussed in paragraph 15, this is too long and affects the learning of pupils with shorter attention-spans. The time allowed for registrations is long and guided reading sessions are timetabled for periods when there is the minimum amount of adult support available, meaning that many pupils do not receive the support they need in these sessions. There is a need for the school to review how it uses the overall time in the school day, an amount which in itself is perfectly adequate.
25. Good use is made of visiting speakers, theatre groups, musicians and personnel from a nearby farm with animals to enhance the pupils' learning. Visits to the local area support work in geography and local studies. The programme for personal, social and health education is very good and enhances pupils' personal development. Appropriate arrangements are made for sex and drugs education. A range of extra-curricular activities, good for pupils of this age is offered, which includes dance and computer clubs.

26. The accommodation provided by the school is of good quality, and the school benefits greatly from the new ICT suite, which has significantly improved provision for the teaching and learning of ICT. Good quality displays of pupils' work enhance the environment and the school is kept clean and tidy. The available space is used effectively. The grounds are spacious and have been adapted well to be used as a learning resource. There are good levels of staffing, both teachers and assistants. Resources are well maintained and with a good range for most subjects. This range includes books to interest both boys and girls and books of interest to different ethnic groups.

Care, guidance and support

The care and welfare of pupils are excellent. Support, advice and guidance are very good. Pupils' involvement in the school and its development is good.

Main strengths and weaknesses

- The school makes very good use of links with outside agencies to enhance the welfare of its pupils.
- Health and safety procedures are excellent and ensure a secure and safe environment.

Commentary

27. Child protection procedures are excellent. The governing body has agreed a policy that is well known to the staff. There are very good working relationships with all relevant support agencies and these are used very effectively to provide excellent protection and care for pupils. The continuing awareness of health and safety is excellent and ensures the security of staff and pupils around the school and in lessons. Maintenance and monitoring by the governing body, the headteacher and the premises manager are in accordance with the school policy and ensure an excellent and safe environment for all. Pupils are well cared for, feel safe and secure in school and are confident to ask for help. Parents endorse this view.
28. The procedures and practice for induction into school of Nursery and Reception children are very good. There are very good procedures for any pupils joining the school at other times and for transition through the school.
29. The support and guidance offered to pupils are good; pupils have a good awareness of individual lesson targets and learning objectives are explained well. Assessment procedures are good, although not all assessment is effectively reflected in lesson planning, especially in English. Pupils are confident to ask for help and respond well to class teachers and teaching assistants. Pupils' relationships with adults and each other are very good and have a positive impact on their learning.
30. The class councils, whilst still new, provide good opportunities for very young pupils to have a voice in the school; pupils are very pleased with their work and are definite on what is needed to improve their school. The school takes account of pupils' opinions and acts on them when appropriate.
31. The school provides very high levels of care, support and guidance for minority ethnic pupils and those for whom English is an additional language. They are encouraged to make good progress in relation to their own needs and targets for improvement as well as collaborate with others in all lessons. There are very few incidents of racial tension in the school thanks to the strong commitment to equality of access and opportunity. Good support is also provided in the provision of dual language books in the library and in classes.

Partnership with parents, other schools and the community

The school's links with parents are good. There are good links with other schools and very good links with the community.

Main strengths and weaknesses

- Parents appreciate the way the school helps them with their children's learning.
- Very good links with the local community broaden the curriculum and pupils' experiences.

Commentary

32. The school works very effectively with parents, who feel they are encouraged to be involved in children's learning in an open and welcoming atmosphere. Parents appreciate the school's strong commitment to pastoral care and are well aware of the great efforts it makes to support pupils and their families when faced with challenging circumstances. Parents have a good opinion about the work of the school and recognise its value. They support the school's request for help and agree their voice is listened to, quoting a number of actions taken as a result of parent consultations; these include a community room for before and after school care and increased information on how to support home reading. Parents feel confidence in approaching the school.
33. Good information and guidance are provided to enable parents to continue children's learning at home. The school organises curriculum workshops and a number of family learning opportunities aimed at providing parents with the expertise to support pupils' learning at home; these are all based in the school's community room, which allows children to work with their parents when appropriate. A good amount of written information is also provided on both academic work and pastoral care.
34. Parents make a good contribution to pupils' learning. They are supportive of homework and most agree that the school provides the right amount of work. The Parent-Teacher Association makes a very good contribution to the school, helping establish relationships between home and school and raising funds. The committee provides a range of events and also supports in many other ways in the school.
35. The school has built a good partnership with parents of minority ethnic families. These parents are invited to weekly 'drop-in' meetings to learn more about how to become involved in their children's learning and how they can help at home. Many parents make good use of these opportunities and appreciate the school's strategies to involve them.
36. Links with other schools are good. Pupils are well supported before and during transfer to junior school. A range of initiatives with the local authority provides training and support for staff in other link schools, to ensure staff have the opportunity to share others' good practice. There is a good working partnership with colleges and universities for student training.
37. There are very good links with the local community. Members of the community visit the school to support the curriculum, to broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches; this helps extend pupils' learning and develops their awareness of other beliefs and cultures. The school benefits from the reading volunteer scheme supported by Lever Brothers and by parents. Pupils sing at Christmas to old people and in the local church.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. As at the time of the last inspection, the leadership of the headteacher and her senior staff is good. The school is well managed and the involvement of its governing body is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear overall vision for the direction and work of the school.
- An open, consultative approach to management ensures that values and aims are shared and clearly understood.
- The school devises careful provision for pupils' pastoral needs and manages it very well.
- The monitoring of lessons should focus more sharply on ensuring that teachers' expectations for pupils' achievement are consistently high.
- The management of special needs provision is very good.
- The Foundation Stage is well managed.
- The school does not measure precisely enough its progress towards the areas for improvement identified in its development plan.

Commentary

38. The headteacher has a clear understanding of the priorities for her school's development, founded on a thorough knowledge of the needs of her pupils and staff. For example, she has worked hard to establish a range of initiatives that support pupils' social and linguistic development, with the result that their overall achievement is good. The headteacher's strong leadership in supporting pupils' pastoral development has led to very close liaison with support agencies, such as the speech and language therapy and health services; this makes a significant contribution to the well-being of many pupils and to their readiness to learn.
39. The headteacher is well supported by her deputy and senior management team, who represent each of the four year groups. A consultative management structure ensures a constant flow of information and ideas between senior managers and staff, so all feel that their views are heeded when decisions are made. Initiatives are introduced with prudence; new ideas are carefully tried in one or two classes before they are accepted for wider implementation, and this ensures that such measures are thoroughly understood and valued before they are finally adopted. Curriculum co-ordinators generally lead their subjects well, although a small number are relatively inexperienced and need some support.
40. The school constantly evaluates its own performance, and its improvement plan accurately identifies those areas where improvement is needed. Performance management is used satisfactorily and is appropriately linked to school and individual needs. However, the measures the school adopts to secure improvement could be more sharply defined. For example, a more rigorous monitoring of the quality of pupils' learning would identify the need to raise even further teachers' expectations for the achievement of higher-attaining pupils, especially in their written work. The school also needs to measure more precisely its progress towards development targets so that it can be more certain of the success it claims.
41. The management of special needs provision and of arrangements for SEN pupils' pastoral care is very good because the school identifies needs very early, constantly seeks specialist advice and devises programmes carefully matched to pupils' requirements. The co-ordinator is knowledgeable and constantly seeks improvement in practice and approach.
42. Overall, the leadership and management of the provision for pupils from minority ethnic backgrounds and those for whom English is an additional language are good. The two co-ordinators work tirelessly to provide the best support for teachers and pupils so that pupils can

achieve their full potential. Key decisions in improving this provision include the appointment of a bilingual teaching assistant and the purchase of improved resources that cater for the wide cultural diversity of pupils.

43. The school is well served by a number of experienced governors, but difficulties in recruitment impair the governing body's effectiveness in supporting and monitoring the work of the school. The relatively new chair of governors is still developing his understanding of the role. Nevertheless, governors now meet all their statutory obligations, and they have ensured that the issues identified for improvement at the last inspection have been fully addressed. Some governors are extremely knowledgeable about the school's work; the challenge for the school is to ensure that all are equally effective in their support.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	923,800	Balance from previous year	8,900
Total expenditure	866,118	Balance carried forward to the next	66,582
Expenditure per pupil	2,426		

44. The school's improvement plan is finalised after close consultation between headteacher, staff and governors, and reflects the right priorities for the school's development. It closely links with co-ordinators' action plans for their respective subjects. Planned priorities in the improvement plan are not always sufficiently linked to their cost implications, and criteria for the successful completion of each development could be more precisely drawn. The governors' resources committee, responsible for financial supervision, receives sufficient information to ensure that the budget is closely monitored and prudently managed. The school has managed well the difficult personal and financial implications of restructuring to an infant school, and the surplus retained for contingencies wisely reflects likely budgetary variations.
45. Arrangements for the administration of the budget and the school's day-to-day finances are good. The knowledgeable bursar, who is also clerk to the governing body, works closely with the headteacher and governors to ensure that all are well briefed on the school's current financial situation. The school makes good use of best value principles, seeking to secure contracts only after careful negotiation with those tendering to supply services.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Teachers in the Nursery place a very high priority on an inclusive approach because of the high levels of pupils with special educational and behavioural needs and the significant proportion of children from minority ethnic groups who are at the early stage of English language acquisition. Children make good progress, particularly in their attitudes to learning, their self-esteem and their personal skills. By the time they enter Reception, academic skills are still low in most areas.

In the Reception classes, pupils make good progress because of good teaching and good use of teaching assistants and other adult helpers. Individual needs are clearly identified and progress monitored very well. Effective arrangements are used to identify and support children with a wide range of special needs.

The leadership and management of the Nursery and Reception are good and ensure clear communication between staff and very effective teamwork. Very good arrangements are made to support families and their children when they start school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults encourage independence, self-esteem and good relationships.
- Good opportunities are provided for children to select activities.
- A good range of activities encourages pupils to work collaboratively.

Commentary

46. Personal development is promoted well. Achievement is very good and a majority of children are likely to reach the goals that children are expected to reach by the end of Reception, but a significant minority may not. In the Nursery, teachers and assistants place a high priority on helping children to settle. Every effort is made to help children understand school routines and to form good relationships with adults and each other. Children are encouraged to become curious and use different equipment from the very good range provided. They are encouraged to think of others when moving from one activity to another or when taking part in group or whole-class sessions. These successful strategies prepare children well for moving into the Reception classes. In Reception, children mix well with other children and with adults. They share resources and help to clear away after a session. Children enjoy what they are doing and mostly play together well. A few children have not yet adjusted to listening to others and sharing and on a few occasions, behaviour is less than satisfactory but is managed very well and sensitively. Teaching and learning are very good. The start to the school day allows children to settle down, select equipment and work at it independently. Morning snacks are provided to benefit some of the more deprived children. The clear routines enable children to feel secure and understand what is expected of them. Very good attention is given to the importance of listening and the expectations of good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children develop their communication and language skills well from very low starting points.
- A strong focus aids the development of speaking and listening skills.

Commentary

47. Teaching and learning are good. Owing to the strong focus on developing all language and personal skills, achievement is good in the Nursery and this is maintained in Reception classes. However, such are the low starting points of pupils' skills that only a small minority will achieve the goals that children are expected to reach by the end of Reception. In the Nursery, children are encouraged to learn and say initial sounds and identify their own names on cards. In role-play situations, such as the 'Health Clinic', they exchange roles with their adult helpers to help them gain a better understanding of key words. The importance of books, signs and notices is reflected in the classroom arrangements. Children are also encouraged to participate in early mark making sessions to learn how to represent certain letters and develop early basic writing skills.
48. In Reception classes, most children are confident to speak to each other and adults in the classroom. Books are accessible and teachers encourage children to select books displayed on a variety of tables. Children are engaged in guided reading sessions to learn how the pages are turned to follow the story, that the words have meaning and that speech marks are used to show words actually spoken by characters. Children handle books with care and take them home regularly. Children also enjoy opportunities to listen to stories together on a tape. Writing skills of children are very limited. Average-attaining children were observed recording three letter words to match pictures of objects and higher-attaining children wrote recognisable words with four letter sounds with their letters formed sufficiently accurately to be understood.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in response to sensitive teaching.
- Rhymes and other activities are used well for learning about numbers and measure.

Commentary

49. Children achieve well from low starting points but only a minority are likely to achieve the expected goals by the time they leave Reception. Teaching and learning are good. In the nursery, children are encouraged to learn and recognise numbers to five and teachers and assistants are very sensitive to correcting mistakes and acknowledging correct answers to increase children's confidence and self-esteem. In Reception classes, well-organised activities help children reinforce knowledge of numbers to five, and to learn numbers beyond. Questions and prompts are used well, including extending the thinking of higher attaining children. A range of mathematical activities is available during independent activities, such as comparing the weight of dolls on a balance and measuring their lengths. Children also create designs to help them develop recognition of patterns involving shapes and colours. Songs and rhymes are used well to extend and reinforce knowledge of number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good links are made in themes to promote this area of learning.
- Children respond well to the good range of activities.

Commentary

50. Children achieve well from very low starting points but only a minority will achieve the expected goals by the time they leave Reception. The quality of teaching and learning in this area of learning is good. In the Nursery, good teaching helps children to examine and describe various objects, such as those used in the preparation of food linked to the Chinese New Year. Children develop very basic skills at the computer, demonstrating satisfactory progress in controlling the computer mouse. Good opportunities are provided to explore the properties of materials, such as water, sand and dough. In Reception, teachers plan interesting activities to help children make sense of the world around them. They are encouraged to explore, observe and discuss in their activities. This was demonstrated very well in a session about the signs of spring, when children were taken outside to find such signs as early spring flowers, leaf shoots and catkins. With help, they used a digital camera to photograph their particular discovery, for later use in classroom work, including the use of computers. Appropriate focus on religious education takes place in Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children enjoy participating in a good range of indoor and outdoor activities.
- Children make good progress in developing basic skills.

Commentary

51. Children's physical development is promoted well. Achievement is good and a majority of children are likely to reach the goals that children are expected to reach by the end of Reception. The quality of teaching and learning is good. The indoor and outdoor areas are used well to promote a wide range of early skills. Recent initiatives and new resources have improved the outdoor area considerably. Nursery children are encouraged to develop their spontaneous play and their personal and communication skills. They use a good number of tricycles and cars and a tandem to ride round the marked road with controlled speed and steering. These opportunities are developed further by Reception teachers to involve children in various activities such as parking in the pretend supermarket car park and shopping. Specific physical education lessons take place in the hall to develop children's physical skills further. Nursery and Reception children are also engaged in interesting tasks, planned to develop skills, such as drawing, painting and cutting and sticking paper. These skills were used effectively to make Mothers' Day cards.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy participating in a good range of indoor and outdoor activities.
- Children make good progress in developing basic skills.

Commentary

52. Children achieve well from low starting points but only a minority will achieve the expected goals in this area of learning by the time they leave Reception. The quality of teaching and learning is good. The role-play areas, both indoors and outdoors, make a good contribution to children's creative development. Activities encourage children to use many of their senses and respond in different ways. In the Nursery, children are encouraged to use percussion instruments to accompany their singing. They learn songs by heart and clap or beat rhythms, though not always correctly. The resources that teachers provide encourage a developing awareness of ethnic diversity both in the outside world and in the local community. Inside the classrooms, many opportunities are provided to develop children's manipulative skills and enable them to share thoughts in art, design and role-play activities. These include painting, colouring, cutting and sticking and making models with building kits. These activities help to improve children's limited early control and accuracy.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in reading because basic skills are thoroughly taught.
- Standards of listening are good.
- Teachers create a very good climate for learning that enthuses and motivates pupils.
- Too little is expected of higher-attaining pupils in their day-to-day writing.
- The time allocated for group reading is not used as productively as it might be.

Commentary

53. Pupils enter Year 1 with well below average language skills and achieve satisfactorily overall. Those from minority ethnic backgrounds achieve as well as other pupils. While standards in Year 2 remain well below average in writing, speaking and spelling, those in reading improve to below average levels. Pupils listen well because teachers establish very good relationships with their pupils that foster an eagerness to learn.
54. The subject has improved satisfactorily since the last inspection. While the standards described then were higher than those found on this occasion, the language skills with which pupils now enter the school have declined to very low levels, and teachers have to work hard to develop confident communication. The services of a speech therapist are constantly called on to advise on the support of the large number of pupils with special educational needs. Secondly, the judgements of the last inspection were not reflected in the lower test results that the school achieved subsequently. Thirdly, although results declined after the last inspection, they are beginning to recover, and new initiatives that encourage teachers to expect more from their pupils are beginning to lead to writing of higher quality, especially in Year 2.

55. Pupils develop good listening skills because teachers thoroughly understand how to motivate their pupils, and create a climate in which pupils concentrate well and want to learn. Pupils achieve satisfactorily in developing their speaking skills because teachers encourage speaking through questioning and role-play, although higher-attaining pupils are not sufficiently challenged to give reasons for their answers or to explain or justify what they mean. Pupils' achievement in reading is good because basic skills are systematically taught and pupils practise them regularly. However, those not being heard to read while a teacher is working with one group do not always spend their time well; these pupils often need more relevant, closely monitored tasks. Pupils achieve satisfactorily in writing. While they sometimes achieve well when they write at length, more could be expected from them in their day-to-day work, especially higher attainers. Sometimes, teachers ask these pupils to write no more than one or two sentences when they could clearly achieve more. However, the subject co-ordinator has recently introduced a new approach to writing, encouraging pupils to speak and write at length on a range of themes. This is a very good initiative that is already raising attainment, although its introduction is too recent to have yet had a significant impact on standards.
56. Teaching is satisfactory overall. Pupils are enthusiastic to learn because teachers motivate them well. They explain work clearly and give pupils plenty of examples of what they expect them to achieve, but sometimes explanations are too long and pupils are impatient to get on with the work they are set. This is because teachers sometimes over-plan their work and do not react sufficiently to pupils' learning needs as they develop during the lesson. In some lessons, higher-attaining pupils are capable of writing more than the task expects of them. Role-play is often used effectively to reinforce learning and make it more relevant. Those with special educational needs generally make good progress because teachers and classroom assistants support them very well.
57. The subject is well led and managed, and the school provides an interesting curriculum. The co-ordinator has supervised the introduction of several initiatives to improve standards, including 'unit planning', which has brought the benefit of raising expectations, particularly in speaking and writing. Pupils' achievements are assessed thoroughly, though this information, together with that gathered from lesson observation and the monitoring of work, could be more beneficially used to help teachers focus even more sharply on what pupils next need to learn.

Language and literacy across the curriculum

58. Pupils use their literacy skills satisfactorily in other subjects. English is used increasingly to support learning in other areas of the curriculum, in geography and science, for example, though there is scope to extend its use in religious education and history. Pupils sometimes use word-processing skills to write captions, and occasionally to produce longer pieces of writing. Drama is used well, and theatre visits and book weeks are imaginatively employed to enrich pupils' experience of language in its different forms.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers make good use of resources for explaining number.
- Introductions to lessons are often too long.

Commentary

59. Standards by the end of Year 2 are below average overall, though they are likely to be quite close to the national averages at Level 2 and above, and at Level 3. Teachers make good

use of tracking data to set ambitious yet achievable targets for pupils' end-of-year standards. The co-ordinator gives extra support during the year to various groups of pupils, for example, those targeted for Level 3 and records show that standards in the 2005 National Curriculum tests are likely to be a little higher than last year's.

60. Pupils achieve well. Pupils from minority ethnic backgrounds achieve as well as other pupils of similar ability. Pupils with special educational needs and those for whom English is an additional language receive good support from teachers and their assistants and achieve well towards the targets in their individual education plans. Pupils make clear advances in their number skills because of the good use teachers make of special apparatus designed to illustrate the concepts of number. For example, in a very good lesson for Year 2 pupils, the teacher used number beads (a string of 100 beads, coloured red and white in alternating groups of ten) to help pupils count easily in tens from one to 101 and from two to 102. Pupils then undertook similar exercises themselves, sharing a set of beads between two. They were able very easily to see the extra one or two beads involved in 11 or 12 and make the connection with the series at 21, 31 and so on.
61. Teaching and learning are good. Teachers use other number apparatus effectively, as well as number beads. One type of equipment represents each number with a set arrangement of circular holes; this enables pupils easily to see differences between odd and even numbers and reinforces number bonds. One higher-attaining pupil used the blocks in understanding his own query regarding why two odd numbers added together always produce an even number. A weakness in teaching is that teachers quite often keep the children seated on the carpet for half-an-hour or more for the mental arithmetic session and the introduction to the main part of the lesson. This sometimes restricts the time available for the activities; at other times, pupils' attention begins to wander, though their behaviour is unchanged. Teachers plan activities which match pupils' levels of learning appropriately, though, occasionally, there are more activities than the number of adults present can effectively administer.
62. Leadership and management are good. Monitoring of teaching is used well to remedy weaknesses and to build on strengths. Analysis of test results and of assessment data is used well to set appropriate targets for pupils. Improvement since the last inspection has been satisfactory; standards fell shortly afterwards but have clearly been rising over the past two to three years.

Mathematics across the curriculum

63. Pupils make satisfactory use of their numeracy skills in other subjects. Teachers ask pupils to calculate the number of children present, given the number of absentees, during registration. In design and technology, pupils measure materials in order to cut to the planned size. In science, pupils represent the results of experiments in tables and graphs, sometimes using computer software.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well from low starting points.
- Pupils enjoy science and demonstrate good behaviour and attitudes.
- The curriculum is planned well, with good opportunities for problem solving.

Commentary

64. Attainment is currently below average overall in Year 2. Since the previous inspection, standards have dropped but this is due to the much lower starting points of pupils when they

enter the school. Good progress has been made in maintaining the quality of teaching and provision and, as a result, pupils achieve well from a very low baseline.

65. The quality of teaching and learning is good. Teachers have high expectations of pupils' learning and behaviour and, as a result, pupils behave well and show good levels of interest in, and concentration on the tasks. Pupils are keen to learn about science and enjoy being involved in practical activities. They respond well to the opportunities to contribute to discussions; for example, in Year 2, pupils agreed on how to make a test fair when measuring how far toy vehicles could travel if pushed. Good teaching strategies helped pupils carefully to consider different factors. In lessons, teachers make good attempts to develop pupils' practical skills, including recording observations and making suggestions. Literacy skills are emphasised well, particularly speaking and listening. Minority ethnic pupils achieve well in response to extra help given to ensure their understanding of tasks and pupils with special educational needs also achieve well because they are well supported. Good management of pupils is always evident.
66. Lessons are planned well, following the guidance in the units of work planned for each year group. Because of pupils' low levels of literacy skills, planning focuses on how pupils will learn through enquiry and investigation. Teachers encourage pupils to share their ideas and explanations and emphasise developing pupils' understanding of key vocabulary. Teachers regularly give praise and encouragement but there is little written evidence of pupils' successes. The work challenges pupils successfully but at times not enough thought is always given to how pupils with low literacy skills can record their work in a variety of ways.
67. The subject leader has led and managed the subject well, ensuring that good standards have been maintained and that the curriculum includes a good balance of opportunities to investigate in addition to acquiring knowledge and skills. Provision has been monitored and evaluated effectively and appropriate areas to develop have been identified. Assessment is good. Work is regularly monitored and evaluated in year groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The ICT suite is well used.
- Teachers' ICT skills are good and are used well in their work.
- Classroom computers are not used often enough.

Commentary

68. Standards are in line with expectations by the end of Year 2. This represents good achievement from the skills with which pupils entered Year 1. Pupils from minority ethnic backgrounds, those with English as an additional language and pupils with special educational needs achieve as well as other pupils because teachers explain carefully and in simple language what they are going to learn. Demonstrations given in the ICT suite are easy for all to follow, not only because teachers are confident in their understanding of software but also because, as the suite is small (with only nine computers), it is easy for all pupils to see the teacher's large screen clearly. Pupils experience learning in all strands of the subject.
69. Teaching and learning are good. Pupils learn well because they can understand why they are doing activities. For example, in a good lesson for Year 2 pupils, the teacher wanted the pupils to decide whether it was easier to draw a picture for their space topic using pencil and paper or a graphics program. Pupils undertook both and gave good reasons for their preference usually related to their level of mouse control. For all lessons in the ICT suite, teachers have to split the class in half so that one half has computers and the other follows a task under the direction of the assistant. This works well, especially when the groups are

based on ability, though a few pupils have to share machines. The classroom computers are under-used here to avoid sharing, teachers should consider sending a few pupils to work on the classroom computers. Each class has at least two, but opportunities were missed in a few lessons for using them to support learning in other subjects.

70. Leadership and management are good. The responsibility is shared by two teachers and they have successfully ensured that all teachers are confident with the equipment. Evidence of this is the good skills which all display in their own work. All the school's planning is done on computers and every co-ordinator is building up a portfolio of work in her subject, stored on the network by means of a scanner or digital camera. Ten interactive whiteboards are due to be installed before Easter and the co-ordinators have planned the training necessary to enable all teachers to use them effectively. Improvement since the last inspection has been good. Equipment and expertise are much better and, though standards are at similar levels, the requirements of the National Curriculum are much more rigorous than in 1999.

Information and communication technology across the curriculum

71. Pupils' use of their ICT skills is satisfactory. In mathematics, Year 2 pupils used a programmable floor robot when investigating direction. They also made graphs to show their favourite meals and colours. In design and technology, Year 2 pupils made Christmas cards, with a picture for the front cover designed in a graphics program and a text for inside using word processing software. Pupils in Years 1 and 2 have used word processing in English when writing stories or descriptions.

HUMANITIES

72. History and geography were not foci for inspection. No overall judgement may be made on provision, teaching or standards as no lessons were observed.
73. An examination of pupils' work for **geography** indicates that pupils develop a growing awareness that places differ in appearance and climate, and that people and animals behave differently in response to their environment. Pupils make simple but relevant comparisons between aspects of life in Crawley and those in Scotland or the Arctic. Through the 'unit planning' initiative, teachers are beginning to use writing imaginatively to support pupils' learning in geography; for example, they write simple poems to describe the 'white wilderness', or list clothes suitable for Arctic weather. Pupils' achievements are noticeably higher when teachers employ this strategy for learning. By Year 2, pupils are aware that different physical features make up the landscape and begin to appreciate that some localities are more distant than others and require different means of transport to reach them. Maps or plans are sometimes used to support learning, but there is scope to develop this aspect of pupils' work much further.
74. Much less work was seen in **history**. By Year 2, pupils display a growing understanding that some events happened much longer ago than others and that people and everyday objects change in appearance over time. For example, pupils understand why the Great Fire of London spread so rapidly and why so much damage was caused. Pupils compare construction materials used in the past with contemporary ones. Writing is not used sufficiently to reinforce the learning of higher-attaining pupils, though pupils respond well on the few occasions that they are challenged to write at greater length.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are well motivated and interested in the subject.
- Higher-attaining pupils need more opportunities to discuss and write about what they know and understand.

Commentary

75. Standards are in line with those expected by the locally agreed syllabus, and are similar to those seen at the last inspection. Pupils' achievement is satisfactory overall, although average and lower-attaining pupils make good progress in their understanding in lessons where Biblical stories and the celebration of festivals are discussed. However, higher-attaining pupils have very few opportunities to consolidate their learning by writing about what they know and understand, and there are few occasions when pupils are encouraged to discuss or suggest reasons behind stories or practices.
76. Pupils in Year 1 understand that particular events are commemorated at different times of the year. They know that Christmas and birthdays are a special time for receiving presents, although a number do not associate the former with the celebration of Jesus' birth. They appreciate that people celebrate different occasions for particular reasons. By Year 2, pupils know a few of Jesus' parables; higher-attaining pupils describe well the feelings and motivation of the characters. They display a growing awareness of some of the practices and customs associated with Christianity, Hinduism and Islam, although they have difficulty distinguishing between them. Across the school, teachers make good use of members of different faith communities to describe their celebrations and practices.
77. Teaching and learning are satisfactory overall, although there is good teaching in both year groups. In a good Year 2 lesson, pupils displayed a thorough knowledge of the story of the Prodigal Son and discussed the actions of the characters in small groups, although opportunities were missed for them to consolidate their ideas in writing and for the teacher to explain the wider implications of the parable. Teachers give clear explanations and create a good working atmosphere that motivates pupils and stimulates their interest in the subject.
78. The subject is led and managed satisfactorily, and the curriculum is sound. The co-ordinator is relatively inexperienced but is already trying out a useful form of assessment that will enable teachers to keep sufficient track of pupils' achievement. Writing could be more widely employed to support learning, but art and design are used well. The school makes good use of visits and its close connections with the local church to enhance pupils' understanding of beliefs and practices.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Art and design, design and technology, and music were not foci for inspection. No lessons were observed, so it is not possible to make judgements on provision, teaching or standards.
80. Pupils' **art and design** work on display is of good quality and it is evident from this and from the organisation of materials and teachers' planning that the requirements of the National Curriculum are met. In Year 1, a display of paintings, linked to science work about weather, demonstrated good use of paint, sand and glitter to produce textured representations under the heading of 'Colourful like a rainbow'. Other completed work on display, including the study of famous artists such as William Morris, shows that the work planned is interesting and varied. Good use is made of art and design in other subjects, for example, history for pictures of the Great Fire of London.
81. In **design and technology**, a useful policy highlights the importance of designing and making skills and the need to evaluate finished products. Limited work samples show that tasks are often linked to other subjects such as in history the theme of houses and homes and in science investigating how axles work. Planning and the samples of completed work indicate suitable coverage of the national guidance and the subject meets statutory requirements.

82. In **music**, pupils' singing was heard in the hall, in a session for all year groups, which happens every week. Pupils sang well, with good diction and clear melody. They know a large repertoire of songs by heart and sing accurately in two parts. Most of the singing was unaccompanied and pupils held the pitch well, though the teachers in charge would do well to fix an appropriate pitch at the start with some simple instrument, such as a chime bar, to ensure that it is not too low or too high.
83. All children are involved in a musical production in the course of the school year, and pupils participate in a carol service in a Broadfield church, as well as singing Christmas songs at a lunch for old people. Visiting musicians are invited each year, for example, a brass ensemble and a string quartet and photographs show the good impact of this experience on pupils' cultural experience. Teachers' planning shows that the scheme of work covers the requirements of the National Curriculum.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well from limited starting points.
- Challenging and interesting experiences are provided for pupils.
- Good teaching strategies help pupils understand how to improve.
- Physical education makes a good contribution to pupils' personal development.

Commentary

84. Pupils of all ages and capabilities achieve well, and their attainment is at expected levels by the end of Year 2. This represents good progress in view of the limited skills, control and co-ordination that pupils have when they start school. Pupils' achievement is enhanced by the good links made with other subjects. Standards have been maintained since the previous inspection.
85. A good range of experiences is provided for all pupils, many linking activities to current work in other subjects; for example, in a Year 1 dance lesson, pupils responded as one of the Three Little Pigs in their literacy work. Teachers ensure that all pupils are fully and actively involved in lessons. Boys and girls respond equally well with great enthusiasm and they attain broadly similar standards. Pupils from minority ethnic groups and pupils with special educational and other personal needs are supported well to enable them to participate at similar levels in individual and team activities. This incorporates the use of extra explanations and the use of visual clues about direction and other elements of movement, such as zig-zag and spirals, to help pupils improve their sequences.
86. The quality of teaching and learning is good. All teachers have high expectations of behaviour and set very clear routines to promote safety. Activities are very well planned and prepared, and build effectively on what the pupils already know. Pupils achieve well in response to the good teaching. In gymnastics, pupils in Year 2 worked well individually and together, developing sequences that combined movements such as rolls, jumps and balances on the floor and on apparatus. Pupils who were less confident were supported well by the teacher and the teaching assistant. In games, pupils explore basic skills of catching and throwing and concentrate hard to improve control and co-ordination. In dance, Year 1 pupils learn how to respond to different stimuli such as music and percussion when they practise and develop a range of expressive movements. Pupils are given every encouragement to plan and perform their movements and to discuss and evaluate their own and each other's performances to help them improve.

87. Although not a statutory requirement at this age, pupils also participate in swimming sessions at the local leisure centre. This provision is made to give some pupils opportunities that they will not have had before and several of them have learnt to swim short distances. Overall, standards seen during the inspection were at expected levels. In all lessons observed, very good relationships were evident as pupils worked confidently as individuals and collaboratively with partners. Social skills are developed very successfully as a result.
88. The co-ordinator has been in post only since September but already has clear ideas for developing the subject further. Good links are made with the local secondary school and the nearby junior school, whereby a specialist makes regular visits to help further improve teaching and learning. There is a small but popular range of extra-curricular activities that encourages boys and girls to develop their own interests. The subject also benefits from the good facilities, accommodation and resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Personal development was sampled, so no judgements are made on provision, standards, teaching or learning.
90. The school attaches great importance to pupils' personal development in view of the very low levels of social skills when pupils enter the school. Teachers deal very sensitively with issues such as feelings and emotions, attitudes towards others and personal safety. Many of these are dealt with effectively in specific sessions set aside for this purpose and also in subjects such as science and religious education. Well-planned sessions have a significant impact on pupils' moral and social development as well as their learning. All adults consistently implement the school's commitment and approach. The planned programme for personal, social and health education and citizenship, including sex and relationship education, and drugs awareness, is very good, and has a very positive impact on pupils' personal development. All of these qualities help to promote the very calm, caring and supportive atmosphere of the school.
91. Teachers and teaching assistants provide very good role models and work very hard to develop pupils' skills as they move through the school. From an early stage, young children in the Nursery and Reception are given regular and good opportunities to gain self-esteem and self-confidence. Pupils in Years 1 and 2 are encouraged and supported very well to develop responsible behaviour, both in the classroom and beyond it. Pupils are encouraged to learn what it means to be helpful, considerate and mature in their school community. Good links are made with key local services, such as the police school liaison officer, a nurse and the local firemen. These links are used very well to build confidence in pupils and their families.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
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).