

INSPECTION REPORT

PLAISTOW PRIMARY SCHOOL

Plaistow

LEA area: Newham

Unique reference number: 132812

Headteacher: Mr Neil Carpenter

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 6th – 9th October 2003

Inspection number: 257202

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	mixed
Number on roll:	115
School address:	Junction Road Plaistow London
Postcode:	E13 9DQ
Telephone number:	020 8548 5620
Fax number:	020 8586 2965
Appropriate authority:	Governing Body
Name of chair of governors:	Annette Virdi
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

This is a new school, situated near the centre of Plaistow in the London Borough of Newham. There are a number of other local authority schools very close by. The school has been open a little over a year and does not yet have its full complement of either pupils or staff, but is growing rapidly. The efficient management of this rapid growth presents many challenges for the headteacher, governors and senior staff. Currently the oldest pupils are in Year 4 and there were no pupils in Year 2 last year. Consequently there were no test results for 2002 with which to compare standards in the school with those attained in other schools nationally. The 115 full time equivalent boys and girls who attend are aged from 3-9. Eventually there will be provision for 420 pupils up to the age of 11. Children start in the nursery when they are three. They start in reception in September if their fifth birthday falls between September and February or in January if their birthday is between March and August. Attainment on entry to the school varies slightly between year groups and over time as new pupils join, but is well below average overall. Pupils come from homes around the school and also from other parts of the borough. Many of the pupils come from disadvantaged homes. The population of the area is quite mobile and there are a higher than average proportion of families in temporary accommodation. Pupils are continuously arriving in all year groups with a wide range of previous experiences, including some with no previous experience of schools in this country. In the last year 62 pupils joined the school and 29 left at times other than the normal start or end of the school year. A significant proportion of the pupils are from families seeking asylum. A much higher proportion than average speaks English as an additional language and over 50 per cent of pupils are at early stages of learning the language. A broadly average number of pupils have been identified as having special educational needs. Currently no pupil has a statement of their need. Pupils are identified for a range of difficulties, which include serious and moderate learning and behavioural difficulties, autism, and speech and language difficulties. The school has not yet identified any gifted or talented pupils. The school is involved in the excellence in cities initiative and has recently been awarded Investors in People status. The accommodation and its upkeep, including the provision of meals, are managed by a private company.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	English, English as an additional language, art and design, music.
11418	Mrs D. Urwin	Lay inspector	
31975	Mrs K. Andrews	Team inspector	The Foundation Stage, special educational needs, science, religious education, history, geography.
10611	Mr M. James	Team inspector	Mathematics, information and communication technology (ICT), personal, social and health education and citizenship, design and technology, physical education.

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a new and rapidly developing school which is effective in delivering a good quality education to all its pupils. The accommodation is very good overall and is owned and maintained by a private company. The costs of the accommodation per pupil are currently high, as not all of the places are filled. When the full complement of pupils is on roll, the cost will compare very favourably with other schools nationally. The quality of teaching is good and, throughout the school, pupils from all groups are achieving well, although standards are generally below those normally expected. Not all subject management posts have been filled, as extra staff are still being appointed as the school grows, but English and mathematics, which have been established as initial priorities are being effectively led. Overall provision for pupils with special educational needs and those with English as an additional language is good. The headteacher leads the school very effectively and he is ably supported in establishing the new systems by the deputy. Governors are new to their roles but have a firm commitment to training for all. The leaders of the school place a high emphasis on enabling all pupils to take part in all aspects of school life and do their best. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and ensures clear focus on attaining high standards in all aspects of school life. As a result, the ethos of the school is very good.
- Provision for young children in the nursery is very good.
- The school sets very high expectations for pupils' conduct and promotes racial harmony very well.
- The use of information and communication technology across the curriculum by pupils and by staff makes a good contribution to pupils' learning.
- The quality of teaching and learning is good throughout the school and leads to pupils achieving well. However, the quality of marking and identification of targets for individual pupils requires improvement in many classes.
- Provision for pupils' care, welfare and safety is very good. Procedures to ensure pupils work in a healthy and safe environment and have good and trusting relationships with adults are excellent.
- The accommodation is very good but will present organisational challenges when the school is full.
- Links with parents and other schools and colleges are very good.
- The curriculum is satisfactory, but needs to be organised to revisit each part of each subject with more regularity than would usually be necessary, to ensure that the steady stream of pupils constantly joining the school cover all required aspects.
- The quality of presentation of work on walls and around the school is of high quality. However, this emphasis on good presentation is not always reflected in work in pupils' books.

The school has not been inspected before as it is so new. As a result, there is no previous report with which to compare progress.

STANDARDS ACHIEVED

There are no comparative figures to show attainment at the end of each key stage, as until now there have been no Year 2 or Year 6 classes in the school.

Attainment on entry to school, both in the nursery and also as pupils are admitted to classes in all year groups, covers a wide range but is well below average overall. Many pupils, including those with English as an additional language and also those who speak English as the main language at home, have limited vocabulary, and skills in using formal grammar below those expected for their age. Pupils' well below average skills in spoken and written English affects their progress in those subjects which rely more heavily on language.

Throughout the school, pupils are making overall good gains in their learning and their **achievements are good**. In the **Foundation Stage** (in the nursery and reception class), children make good progress and their **achievement is good**. By the time children enter Year 1 their attainment is still likely to be below average overall. In **reading, writing and science**, pupils are likely to attain standards below those expected nationally by the end of Year 2, but this will represent **good levels of achievement** for these boys and girls. By the end of Year 2 it is likely that they will be in line with the national average in mathematics as a direct result of good teaching in the subject and **achievement is good**. In **English, mathematics and science**, pupils are likely to attain standards below those expected nationally by the end of Year 4, but this will represent good progress from the standards they were capable of at the start of their time in the school and **good achievement**. Pupils' **achievements in information and communication technology (ICT) are good** and they are likely to attain standards in line with those expected for their age at the end of Year 2 and Year 4. Pupils' use of literacy, numeracy and ICT skills in other subjects is good. Pupils' **achievements in religious education are satisfactory**.

Pupils' spiritual, moral, social and cultural development is good. Pupils' **attitudes** to school and to their learning **are good**. **Behaviour is generally good**, due to the consistently high expectations all staff share. The school works very hard to promote **good attendance**.

QUALITY OF EDUCATION

The quality of education that the school provides for all its pupils is **good**. The quality of **teaching and learning in the Foundation Stage and for pupils in Years 1 to 4 is good and all pupils make good gains in their learning as a result**. **The quality of assessment is satisfactory**. It is starting to be used well in English and mathematics to make sure that pupils are set work which is at the right level for them. Assessment in the other subjects is being developed as the school grows.

The **curriculum** the school provides for its children **in the Foundation Stage is good overall**. The curriculum for children in the nursery is very good. **The curriculum** for pupils in Years 1 to 4 is **satisfactory**. The **good opportunities for pupils to use ICT** help them develop skills and knowledge in other subjects. Pupils have good opportunities to take part in extra-curricular activities and to extend their learning through trips, visits and by receiving instruction from guest sports coaches. The **accommodation is very good overall**, but will provide many challenges for the management as numbers rise. The arrangements the school makes for the **care, welfare, health and safety** of its pupils **is very good**. **Procedures to ensure a safe environment and to ensure good and trusting relationships with adults for each pupil are excellent**. The **partnership with parents and with other schools and colleges is very good** and has a very beneficial effect on standards.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good overall**.

The **leadership of the headteacher is very good** and has resulted in all staff having a shared vision and a clear plan for improvement despite the rapidly changing school population. He is supported very effectively by the deputy. The **management of the school is good** and systems and daily routines are efficient. There is a firm commitment to performance management and staff development. Curriculum co-ordinators' roles are being developed and subjects like English and mathematics that have a co-ordinator in post are good. Leadership and management of the Foundation Stage are very good. The **governing body is new and effective**. It ensures the statutory requirements are met and high standards are aimed for. It is aware that training is needed to provide governors with confidence to challenge the leadership to the highest level, and so this has been planned.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are very good. They appreciate the work the school does. In their questionnaire responses, a small but significant proportion of **parents said they would like even more information about how they could help their children at home**. Some parents felt some pupils were not always well behaved. Pupils are happy with their school and **say they think they have to work hard and are learning a lot. They say teachers are fair to them. However, some pupils felt that other children were not always well behaved**. Parents and pupils alike say that they think the quality of teaching is good. Inspection findings confirm the high standards of teaching and the work pupils do. While some pupils have challenging behaviour, this is managed well by all staff and behaviour is good overall.

IMPROVEMENTS NEEDED

The school has made a good start to establishing procedures. The most important things the school should now do to improve are:

- Improve the quality and consistency of teachers' marking of work and setting targets for pupils to let them know what they need to do to improve.
- Ensure that presentation in books matches the high standards set elsewhere in the school.
- Investigate ways to manage the limited toilet facilities for pupils when numbers on role rise and ensure that children in the reception class have sufficient space for all activities in the second half of the year when there are more children on roll.
- Organise the curriculum to revisit the different aspects of each subject with more regularity to ensure that pupils joining the school cover all parts of each subject.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is **good**. Standards in English, mathematics and science are likely to be below average by the end of Year 4, but boys and girls from all groups are making overall good gains in their learning in all classes.

Main strengths and weaknesses

- Children in the foundation stage make a good start and achieve well in the six areas of learning for young children.
- Standards in English are likely to be below average at the end of Year 2 and Year 4, but pupils are making good gains in their learning and their achievements are good.
- Standards in ICT throughout the school and mathematics in Years 1 and 2 are in line with national expectations for pupils' ages as these subjects do not rely so heavily on pupils' understanding of English.
- Pupils with special educational needs and those with English as an additional language make good progress in their learning and achieve well in relation to their prior attainment.

Commentary

1. This is a new school and there have not been any tests for pupils in Years 2 or 6 with which to make comparisons either with other schools nationally or over time.

Foundation Stage

2. Attainment on entry to school, both in the nursery and as pupils are admitted to classes in all year groups, covers a wide range but is well below average overall, particularly in various aspects of English language. Many pupils, including those with English as an additional language and those who speak English as the main language at home, have limited vocabulary, and their skills in using formal grammar are below those expected for their age by the time they join Year 1. Achievement is good in communication, language and literacy, mathematical development, personal, social and emotional development and creative development in the nursery and the reception class. It is good in physical development in the nursery and satisfactory in reception. Achievement is very good in knowledge and understanding of the world in both nursery and reception. Children are proficient with computers. However, overall, they are unlikely to attain all of the goals they are expected to reach in all areas of learning by the time they start in Year 1.

Key Stage 1

3. There were no results of national tests at the end of Year 2 in 2003 as there were no pupils in school of that age at that time. Standards in reading, writing and speaking and listening are below those normally expected for pupils' ages, however pupils from all groups are currently making good progress and their achievements are good. Standards in mathematics and ICT are likely to be in line with those expected, as these subjects do not totally rely on formal skills in English. Pupils' achievements are good. Standards in science are likely to be below those expected overall at the end of Year 2. In work covered in religious education, history, geography, art and design, music, physical education and design and technology, standards are broadly in line with those expected as teachers ensure that there are many practical and interesting experiences to help pupils understand what is being taught. Pupils with English as an additional language are supported well and make good gains in their learning as a result.

Key Stage 2

4. The oldest pupils are currently Year 4. At the end of this year, standards in English, mathematics and science are likely to be below those expected, although pupils' achievements are good. Standards are low because many pupils have limited vocabulary and also because a large number join the school each week, with a wide range of previous school experiences. In ICT, design and technology, art and design, history, geography, music, physical education and religious education, standards are likely to be in line with those expected for their age in those topics covered, as the school places great emphasis on practical tasks where possible and much good work is done for pupils with English as an additional language to prepare them for the specific vocabulary of the lessons. Pupils' achievements are good as a result.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes to school and behaviour are **good**. The provision for personal development is also **good**. The provision for spiritual, moral, social and cultural development is **good** overall. Attendance is **good**.

Main strengths and weaknesses

- Pupils' behaviour is good, both in lessons and about the school.
 - Attitudes of young children in the Foundation Stage are good overall.
 - The school has high expectations of pupils' behaviour and, although it is still in the process of developing its policies and procedures, a good start has been made.
 - The school is taking in children weekly who do not, as yet, share the values that are promoted by the school.
5. All pupils, including those with special educational needs and English as an additional language, have good attitudes to school. Children in the Foundation Stage are given such a good start and they soon settle to the expectations that the school sets. This benefits them as they move up through the school. Boys and girls work well together and all groups are well integrated into the life and work of the school. Pupils say they enjoy life in this school because work is interesting, sometimes exciting and because the school is a welcoming place. They are happy in school and parents support this view. The school places a very high priority on this aspect and it is a significant factor in successfully delivering its aims.
 6. Behaviour is good overall and that of the majority of pupils is very good. This is because the school places such a positive emphasis on good behaviour, courtesy and caring for others. All these things are celebrated through strategies such as "Golden Time", when pupils are rewarded for good behaviour, and celebration assemblies. Pupils are enthusiastic about the good support that is offered to a variety of charities. They are well managed and supported in lessons and they respond accordingly by working hard, concentrating well and persevering in independent group work. Discussions are used effectively to talk about and resolve conflicts and reflect on the importance of working together. Pupils say that as a result of these and other things the school is a friendly place where racism and bullying are not tolerated.
 7. The school has identified some pupils with serious emotional and behavioural difficulties and more are arriving weekly as the school grows. Despite the strong support given to these pupils their recent arrival results in a number not yet fully responding to the very positive ethos and systems of the school. Teachers manage this behaviour well. Where support is closely focused in lessons these pupils are enabled to play a full part in all aspects of the work. There have been no exclusions, which shows the school's success in this aspect.

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	28	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	10	0	0
Asian or Asian British – Pakistani	25	0	0
Asian or Asian British – Bangladeshi	29	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	19	0	0
Black or Black British – any other Black background	19	0	0
Any other ethnic group	18	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. Pupils benefit from the many good opportunities that they are given to take responsibility for their actions, to think and reflect on the world around them and the consequences of their own behaviour. This includes caring for younger children and acting as friends to new pupils. Experiences, such as taking part in music and performing arts festivals with the local secondary school and the many other enrichment opportunities on offer, are successfully raising pupils' self esteem and confidence. Good relationships prevail throughout the school, which is an orderly community. Older pupils appreciate that the school deals with all their different cultures and religions and this helps them to become knowledgeable and to work and play well together.

Attendance

Attendance and punctuality are good. Despite the consistent increase in numbers and the constantly changing characteristics of the pupil population the school has worked diligently to monitor and manage attendance and punctuality since opening the previous year. Procedures are rigorous yet thoughtful and all concerns are followed up quickly with pupils, parents and carers.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	1.3
National data:	5.4	National data:	0.5

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** for boys and girls of all levels of prior attainment and from all groups.

Teaching and learning

The quality of teaching and learning is **good** overall throughout the school.

Main strengths and weaknesses

- Teachers throughout the school have very high expectations of pupils' behaviour and concentration, and pupils respond well.
- Teachers have generally good knowledge of the subjects they teach and planning is good.
- Good use is made of high quality resources, including ICT to make lessons memorable and clear.
- Objectives for the lesson are set out clearly at the start so that pupils know what it is they will learn.
- Pupils with special educational needs and those in the early stages of acquisition of English are effectively supported in their learning. There is a high emphasis on supporting these pupils to ensure they are fully involved in all activities.
- Assessment is used very well in the nursery and reception class to note how well children are progressing and to plan accurately to meet their individual needs well.
- Assessment in the core subjects of English and mathematics is good in Years 1 to 4 and systems are being developed to assess how well pupils are doing in the other subjects.
- Some teachers share with pupils the targets for their improvement, but this does not happen in all classes.
- Marking is regular, but in too many cases provides poor examples to pupils of standards of written work.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	14	13	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

9. The leadership of the school places great emphasis on the importance of pupils behaving in a considerate and courteous manner at all times. This is particularly the case in lessons and teachers enforce the school rules with a high level of consistency. As a result, pupils all know what is expected of them and behaviour is generally good. Little time is wasted and the great majority of pupils pay attention to what they are told and concentrate well. This has a positive effect on the pace of lessons, which are usually suitably brisk and purposeful.
10. Good interim plans have been established by the head, deputy and co-ordinators for English and mathematics and there is a high emphasis on staff development and training. As a result, teachers plan lessons well. They generally have good levels of confidence and subject knowledge and lessons build steadily on what has been taught before. This is particularly important currently as many new pupils are admitted into the school each week. The main things that the teachers hope pupils will learn from each lesson are clearly displayed at the front of the classroom so the pupils all know what it is they are supposed to be learning and can use this information to evaluate how successful they have been at the end of each session.

11. Throughout the school, teachers make good use of the many high quality resources, in particular the computers and interactive screens to make notes and provide aide memoirs to help pupils in lessons. They also give good, planned opportunities for pupils to use computers themselves to aid their learning. This involves all pupils in their learning and motivates their concentration and interest.
12. The teaching and learning of pupils with special educational needs is good overall and in lessons where teachers regularly provide work that is at the right level, it is very good. This is because pupils have such good relationships with all adults that work with them. The support provided by class assistants is good, enabling these pupils to stay on task and contribute well to lessons. Assessment of progress is rigorous and information gained is used appropriately to target extra support. Many support staff are new. They are eager to improve and all are undergoing rigorous training, both in-house and by the local education authority.
13. Good support is provided for pupils at an early stage of acquisition of English as an additional language. Currently, by careful planning, all pupils who are at an early stage of learning English are given effective support to develop specific vocabulary to help them to take a full and active part in class lessons for that week. As yet there has been little time to focus on the specific needs of pupils who are at more advanced stages of acquisition of English. However, this need is acknowledged and there are plans to develop this aspect. The school works hard to ensure that all pupils have equality of access and opportunity in all subjects. On occasion, support by other adults is of high quality and encourages and enables pupils with particular needs to join in discussions with greater confidence than would otherwise be the case.
14. Procedures for assessing pupils' attainment and progress are being developed, and are satisfactory overall. Assessment in the foundation stage is very detailed and provides a lot of useful information for teachers to plan exciting activities. Assessment in English and mathematics is good. Pupils are assessed each term in these two subjects, and records of their attainment levels are kept and used to help teachers when planning lessons. However, while this information is used to provide pupils with targets for improvement of their work in some classes, this does not happen in all year groups.
15. Teachers' marking of pupils' work is inconsistent. In the best examples, helpful comments of praise and advice are provided, and this helps pupils know how well they have done. However marking is often limited to ticks. Very rarely does it explain what the pupil needs to do to make the work even better. In some cases work goes unmarked. In such circumstances, pupils are not made aware of ways in which they can improve the standard and presentation of their work. On too many occasions marking provides a poor example to pupils in terms of presentation, handwriting, grammar and spelling.

The curriculum

The provision for children in the Foundation Stage is **good overall**, and the provision for pupils in Years 1 to 4 is **satisfactory**. Extra-curricular provision is **good**, and the quality of the accommodation and learning resources is **very good**.

Main strengths and weaknesses

- The provision for children in the nursery is very good.
- Parts of some subjects are not covered regularly enough to meet the varying prior experiences of the high number of pupils continuously arriving at the school.
- The use made of information and communication technology (ICT) in other subjects of the curriculum is good.
- The provision made for pupils with special educational needs and English as an additional language is good.
- The enrichment provided through extra-curricular activities and educational visits is good.

- The quality, and use made, of the school's accommodation and resources is very good.

Commentary

16. The curriculum for children in nursery and reception is good overall. In the nursery, the highly experienced co-ordinator makes very good use of all of the very good resources. Detailed plans are in place, which successfully incorporate all the areas of learning that should be taught to children before they enter Year 1. Lesson planning is comprehensive, and the children have access to a wide range of interesting activities and learning experiences, especially in the nursery. A stimulating and varied curriculum is the result, which enables the children to achieve well.
17. All subjects of the curriculum are carefully planned, and all statutory requirements are met. However, at present, English, mathematics and ICT are given greater emphasis than other subjects. Therefore although pupils have a satisfactory knowledge and understanding of the areas that have been taught, some pupils who have recently started at the school have little depth of understanding of some aspects of science and religious education. Because the school has invested much time and effort into developing pupils' skills in ICT, the subject is developing well in its own right and is contributing well to pupils' work in other subjects, such as English, art and design, history and mathematics.
18. There is a strong commitment to fully include pupils with special educational needs and English as an additional language into the life and work of the school, including extra-curricular activities. The special needs co-ordinator and inclusion team work very hard to ensure that these pupils have full access to a broad and balanced curriculum. Individual education plans are very detailed and targets are carefully broken down into small achievable steps so that they can easily be used as daily working documents. Clear procedures are in place and these closely follow the Code of Practice on the identification and assessment of pupils. The Code has been carefully and effectively implemented. Care is taken to ensure that the work provided for pupils is closely suited to their needs.
19. The school provides a good range of extra-curricular activities, including art, games, dance and drama, and volleyball, as well as the very popular toddler and parent days and the breakfast club. The school welcomes many visitors, including members of the different faith communities, artists, drama and music groups. A wide range of educational visits is arranged to places such as Hampton Court, and these make a significant contribution to pupils' personal development, and their learning in various subjects.
20. There is a good number of suitably qualified staff to ensure all pupils are supported effectively. Resources are good and are used effectively to make lessons interesting. The school is newly built, through private funding, and as such has many attractive features. Most classrooms are spacious, and the addition of adjoining library areas and work areas is a particularly good feature. The library and ICT suite are both central, and very well resourced, and they are conducive to good learning. The hall is large and airy, and is a welcoming environment for a variety of activities. The grounds are attractive, with a delightful pond area. However, there are some limitations to the accommodation. The classroom space available for reception children is small, and compares unfavourably with that provided for nursery. When more children arrive in this class, it will be difficult to cater for the full demands of the foundation stage curriculum, especially on cold or wet days when access to the outside area is limited. Most importantly, the toilet facilities provided for pupils throughout the school are currently barely adequate, being few in number and mainly on the ground floor. Once the school is filled to capacity, this provision will pose many challenges in the management of their use.

Care, guidance and support

The care, guidance and support given to pupils are **very good**. Very close and trusting relationships exist throughout the school and there is an **excellent quality of regard for the welfare of all pupils**.

Main strengths and weaknesses

- Pupils are enthusiastic about coming to school.
 - All staff know the pupils very well, nothing is missed.
 - Formal and informal support networks are very well developed.
 - The “inclusion team” ensures that each pupil’s unique needs are considered.
 - More could be done to seek and act upon pupils’ views.
21. The school has worked very hard since its opening last year to build a strong sense of community and security throughout all its activities. Consequently the pupils report enthusiastically that they look forward to coming to school and “like being here”. Close relationships exist between pupils and staff and a strong school ethos aims to provide pupils with balance, confidence and “the ability to access all opportunities in life”. In spite of its short history the school is held in very high regard by the local community for the encouragement and support it provides for all pupils. For example, the parent and toddler day run by the Foundation Stage manager is greatly appreciated and forges strong relationships before the children start school.
22. Pupils have good access to well-informed personal support, advice and guidance as they progress through school. A dedicated staff team makes sure that the unique needs of individuals and groups of pupils are met and all pupils are included in the good range of educational experiences that the school provides.
23. All staff know the pupils very well and strong school networks ensure that all essential information is captured and used to strengthen the support provided to individual pupils. Close liaison is maintained with relevant authorities concerning the well being of pupils. The care, guidance and support provided by the school’s inclusion team for pupils with special educational needs and those with English as an additional language is good and as a result pupils are secure and happy in their learning. Their progress is carefully tracked and thoroughly monitored. Child protection procedures and health and safety arrangements are reliably applied. Pupil numbers have consistently increased since opening last year and induction arrangements are methodically planned and regularly reviewed.
24. Although there is some evidence that the school seeks, values and acts upon pupils’ views, more could be done to systematically and consistently involve pupils in the development of school activities and facilities. The school has plans to develop a school council to address this.

Partnership with parents, other schools and the community

Partnership with parents and other schools is **very good** and links with the wider community are developing well. The school has very reliable links with other schools. Many parents have very positive views about what the school does to help their children make good progress.

Main strengths and weaknesses

- There are strong links with parents through formal and informal activities.
 - There is good parental involvement in the resolution of specific pupil issues.
 - Annual reports are detailed and comprehensive.
 - The contribution of parents to pupils’ learning requires development.
 - Pupils, and parents of pupils with special educational needs, are fully involved in decisions about their next targets.
25. The school clearly explains the expectations it has of the school-parent partnership. A small group of parents make a good contribution to pupils’ learning through comments highlighted in home-school books and by offering practical support. The school regards its obligation to build

strong relationships with parents very seriously and is successful in attracting parents and carers to a range of school events and activities such as the “feast of festivals” and the ICT club. The school is uncompromising about the importance of parental involvement in its attempts to resolve difficult issues involving particular pupils and the support parents give produces good results.

26. Parents are very complimentary about how hard the school works to keep them well informed. The range of information and consultation events provided by the school for parents provides reliable communication about school standards and pupil progress. This includes a website of information about the school, school publications, ICT resources, newsletters, consultations evenings, home contact. Annual reports are very comprehensive and provide a detailed and informative summary of current and anticipated achievement and progress. Although the school does seek the involvement and opinion of parents, more could be done to systematically weave this into school development planning.
27. Parents of pupils with special educational needs are fully involved in all decisions that are made about their children. They are encouraged to meet regularly with the inclusion team to discuss progress. Pupils, where appropriate, also attend review meetings and are involved in decisions that are made about their future and this has a very good impact on their learning and achievement.
28. The school values the good links it has with the community and is working hard to develop them further. There is already good sharing of resources and expertise with other schools. Despite the newness of the school, it has already taken part in a local performing arts festival and has joined with a local secondary school to work to provide “wrap around” childcare. The well organised breakfast club already caters for upwards of thirty pupils. Children are enthusiastic about the club which provides a good start to the day for those who attend. There are plans to join with the local cluster of schools to work with educational welfare, schools’ psychology and social services and provide full service care. The school site is privately owned and therefore access to the facilities as a community resource and as an extension to school activities and curriculum opportunities is restricted. However, the school manages this constraint thoughtfully and community links via parents are well-organised and wider external links are developing well.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **good** overall. The **leadership of the headteacher** is **very good** and is effectively supported by the work of the deputy. The **governance** of the school is **good**. Governors are new to their roles, in the main and have already demonstrated a strong commitment to training to help them to improve the quality of their work. The **management** of the school is **good**.

Main strengths and weaknesses

- The leadership of the headteacher is very good and provides a clear vision for the development of the school.
- Strategic planning and self-evaluation are good.
- The leadership of provision for pupils with English as an additional language and those with special educational needs is good and as a result these pupils make the same good progress as their classmates.
- Leadership and management of provision for children in the nursery and reception class and ICT are very good.
- Leadership and management of English and mathematics are good.
- Despite being new to their roles, governors have shown a strong commitment to shaping the direction of the school and to staff development in particular.
- Performance management systems are very good.

- Financial management is good and the principles of best value are applied rigorously.

Commentary

29. This is a new and rapidly growing school and as such has presented unique challenges to leadership and management. The funding of the accommodation and related services is different to the majority of schools, as it is run by a private company. This combined with the swift growth of the school in terms of pupil and staff numbers, and the wide range of prior educational experiences that pupils have had previously, has required a particularly clear sighted vision on the part of the headteacher. It is due to his very good leadership that there is such consistency of expectation of pupils' response amongst teachers and support staff. The formation of the staff team is continuing because not all co-ordinators and teachers have been appointed yet as pupil numbers are nowhere near the maximum. Those co-ordinators, such as English and mathematics, who have been appointed, lead and manage their subjects and aspects efficiently and effectively. The leadership of provision for children in the foundation stage takes very good account of their needs. This is because the co-ordinator is highly knowledgeable about the way young children learn and matches the provision to their needs very well.
30. The governors have a commitment to performance management and improvement for all through self-evaluation and training. The quality of self-evaluation is good, and strategic planning is clear and effective in ensuring a good quality of education and opportunity for all pupils. The school is firmly committed to professional development for all staff and also provides good opportunities for teacher training.
31. Provision for pupils with special educational needs and those with English as an additional language is developing well because the deputy, who is the special needs co-ordinator, and the school's inclusion team are knowledgeable, committed and very concerned for the well being of the pupils in their care. The governing body, for its part, has taken the decision to add to the school's income for pupils with special educational needs in order for support to be available for all those who might need it. A much greater proportion of pupils than average speak English as an additional language and the range of languages their families speak at home is wide. The newness of the school and the way pupils are joining, at all stages from nursery to Year 4 currently, sets a massive challenge to the management of provision for pupils with English as an additional language. The numbers of pupils needing support and the range of their needs is constantly growing and changing. A clear policy is being drawn up and high quality resources developed. The co-ordinator, who currently only works in school for two days a week, works closely with the inclusion manager to assess the needs of these pupils and to monitor their progress. The school acknowledges the need to maximise the expertise of the co-ordinator by developing the skills of other school staff through additional training.
32. Financial matters are managed efficiently and care is taken with purchases to ensure that the best value principles of competition are rigorously applied. The result of this care is the establishment of an attractive and effective learning environment for all pupils which has a positive impact on the standards achieved.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	393,493
Total expenditure	387,587
Expenditure per pupil	2981.44

Balances (£)	
Balance from previous year	7,688
Balance carried forward to the next	13,594

OTHER SPECIFIED FEATURES

Community provision

33. Links with the community are **good**.

The provision for pupils with English as an additional language

34. The provision for pupils with English as an additional language is **good**.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good overall. In the nursery it is very good.

- Leadership and management are very good.
 - Resources and accommodation are very good overall although the space available to the reception children is small and there are limited opportunities for them to develop their physical skills through climbing.
 - Induction procedures are very good.
 - The very good assessment procedures are used very effectively.
35. The nursery teacher, who is the foundation stage co-ordinator, is very experienced and sensitive to the needs of young children. She is fully aware of the principles that underpin a good early year's education and is ensuring that in this school, they are followed consistently. She checks that younger children, who enter the nursery later in the year, are not disadvantaged by having less time in school. She has provided good quality support for the less experienced teacher in the reception class to ensure that a broad and relevant curriculum progresses throughout the children's time at this stage. Overall she has provided a curriculum that is vibrant, interesting and rich with experiences. She has established a nursery where children and adults work exceptionally well together and where visitors and parents are made to feel most welcome and part of the school community. This includes home visits for every child before starting school and being welcomed into the mother and toddler day each week. Newsletters, other information sheets and a nursery booklet are all available for parents in the entrance hall.
36. The nursery and reception classes are both well staffed. Support staff are deployed effectively. The accommodation in the nursery, both indoor and outdoor, is attractive and spacious and resources are generally of very good quality. This is not so in the reception class where although the room is attractive, it is small and not conducive to easy organisation of the broad range of practical activities normally seen in a reception classroom. Presently, this situation is alleviated by the use of an empty classroom next door, but once the school fills up, this will not be available. The outdoor area for reception is also very attractive, safe and secure, but, as yet, lacks the climbing and balancing equipment that enables young children to develop their confidence, control, co-ordination and mobility.
37. The exceptionally thorough way in which children's progress is assessed, assisted, monitored and recorded enables all staff in the Foundation Stage, to know children very well and to be secure in knowing the progress that they are making. As a result they plan a wide range of activities that are practical and fun.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress in developing personal and social skills.
- They develop confidence and independence while learning to concentrate and to enjoy sharing as part of a group.
- Teaching and learning is good overall.

- A strong feature is the fact that teaching actively and successfully reflects the multicultural backgrounds of the children.

Commentary

38. Many children enter the nursery with personal and social skills that are well below those expected. They find it hard to play with other children and to share equipment. They have limited concentration skills. Younger children are actively and successfully encouraged to be independent and to make choices in their activities and as a result, older nursery children are generally calm, behave very well, and some become engrossed in their activities, concentrating very well. In the reception class, the real benefit of this good practice is evident as girls and boys work well together in groups, sharing quite well and interacting happily together. By the end of reception, children have made good progress in this area, although the skills of some children are still below average.
39. Children in both the nursery and reception classes achieve well in this area because of the good teaching that they receive. This is a strength of provision for children who are under five. Staff are approachable and friendly and show children that their views are appreciated and valued. Relationships are at least good. In the nursery they are very good. Teachers and other staff are fully committed to the inclusion of all groups of children and when setting up this new nursery, resources, activities and books have been purchased sensitively and carefully to ensure that they are in harmony with the children's multicultural backgrounds and faiths.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The majority of children who enter the nursery are at an early stage of English acquisition and overall attainment is well below average.
- All children in the nursery and reception classes make good and often very good progress in developing language.
- There is a strong emphasis on developing good speaking and listening skills.

Commentary

40. The majority of children cannot engage in sustained conversation when they enter the nursery, although some will communicate with one-word utterances. Even when they are keen to speak, their speech is often unintelligible. A number do not have English as their home language and the majority are at an early stage of English acquisition. All this is a challenge for nursery staff who recognise the need to give a high priority to including a speaking and listening focus to all planned activities. By the end of reception, some children are on line to achieving the early learning goals, but some children will still be below average, particularly in speaking and listening.
41. The quality of teaching and learning in this area of development is consistently good. The high level of well-deployed experienced support staff makes a good contribution, particularly in the nursery. All groups of children, including those with special educational needs, make good progress and achieve well because they are so well supported in their learning and because teachers provide work that is relevant and interesting. One nursery nurse is able to give some assistance in mother tongue, which is invaluable for some children as it gives them confidence to take part in discussions.

42. Many good opportunities are provided to enable children to develop language skills. In the nursery they enjoy sharing books and many learn to listen with enjoyment, although few sit and look at books independently. They are encouraged to learn pencil control at the writing table, although only a few older nursery children are able to form recognisable letters. They are encouraged to extend their vocabulary in the many role play areas and to use puppets to communicate. In the reception class, teaching builds on these skills well and a number of children demonstrate a developing knowledge of the sounds letters make. Many have a small bank of familiar words and can form letters that are quite legible, for example, writing their names clearly.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The majority of children start the nursery with few mathematical skills.
- Children make good progress and achieve well.

Commentary

43. Although children enter the nursery with mathematical skills that are well below those expected, they make good progress and achieve well. This is because teaching is so good and activities are practical and interesting. By the end of reception, all groups of children, including those with special educational needs and English as an additional language, achieve standards that are below average.
44. On entry to the nursery many children cannot count, match numbers to groups of objects and do not know colour and shape names. They benefit from activities that encourage them to say and use number names in order to develop understanding of differing amounts. They benefit from a good range of number activities such as singing number songs and rhymes, playing in the sand and water and when sorting and counting familiar objects such as animals and shapes. Adults intervene and support sensitively and appropriately and this makes lessons enjoyable. By reception, children can count accurately as they lay out big cones and are beginning to develop mathematical language, such as when they identify big and small objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children enter the nursery with skills that are often well below average in this area.
- Children are excited by their work.
- Visits and visitors make a very good contribution.
- ICT skills are developing very well.

Commentary

45. Many children enter the nursery with very limited skills in this area, but by the end of reception are beginning to show a developing knowledge of the world around them. Their lack of vocabulary hampers their development to begin with. The school is fully aware of these difficulties and, as a result, a programme of practical, exciting experiences has been created to enable children to become immersed in the world around them. Teaching and learning in this area is exceptionally good. Teachers provide good regular opportunities for children to use ICT

and, as a result, they are confident when using computers and other equipment. Nursery children use the school pond area effectively when they watch frogs grow from spawn and carefully study and monitor the growth of tadpoles over time. They are thrilled when a farm visits their class and many become confident enough to handle and stroke the animals. Some remain overwhelmed because they have never seen animals this close before.

46. In reception, children begin to understand how they change from babies into adulthood. They begin to use their senses to observe, touch and smell familiar objects, such as fruit. They also benefit when they plant beans and keep a diary of how the bean grows and changes. They benefit from continued exciting first hand experiences, such as when taking a journey on a red bus, on a small train and on a ferry and when they purchase their own tickets for entrance into a train museum. The children achieve very well and are likely to reach the goals expected of them by the end of the reception year.

PHYSICAL DEVELOPMENT

Provision for physical development is **good** in the nursery and **satisfactory** in reception.

Main strengths and weaknesses

- The co-ordinator recognises that this is an area for further development and plans are in hand.
- Good use is made of opportunities to use the school hall.
- Physical development in reception is limited by the lack of large climbing and balancing outdoor apparatus needed to develop skills of mobility, control and co-ordination.

Commentary

47. When they start in the nursery, many children are very eager to engage in vigorous physical activity because they have had such limited experiences of this, but their control and co-ordination are often poor. Staff take account of this and offer much support to ensure they are safe and that their skills are developing appropriately. Children achieve well as a result of this good teaching and because they are given so many well planned opportunities outside and in the hall to engage in rigorous physical activity on wheeled toys, climbing apparatus, and other suitable outdoor equipment. However, standards are still below the goals expected of children at the end of reception.
48. In reception, when children join with the rest of the school, outside their safe and secure play area, for general play and dinner times there are missed opportunities for them to use equipment that could be available for them at that time. Equipment is limited and much of what is available has to be borrowed from the nursery when not in use, making planning difficult. However, children do benefit from experiences teachers plan that help them to develop physically, both outside and in the hall. In both nursery and reception classes, children regularly take part in activities that help to develop their fine dexterity skills, such as cutting, drawing and painting and handling small tools and apparatus.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children achieve well in their creative development.
- They are given many very good opportunities to use their imaginations in art, music and role-play situations.
- The quality of teaching and learning is good.

Commentary

49. Children start in the nursery with below average creative development. Across the foundation stage, children are regularly encouraged to express themselves through art, music and good quality imaginative play. This enables them to make good progress in their learning. Many children in the nursery, however, are limited by their lack of a wide vocabulary. In both classes, because they enjoy so many creative experiences, which enhance their learning, they quickly make good progress. However, standards are still below the goals expected of children at the end of reception.
50. In music, they listen to a wide range of songs and rhymes and in the beginning, benefit from joining in the actions. In art, they drew upon a wide range of media to experiment with colour and shape. In reception, they are successfully encouraged to observe more closely in order to create good quality drawings of, for example, familiar fruit. In both classes three-dimensional work is a strong feature.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are likely to be below average at the end of Year 2 and Year 4, but pupils are making good gains in their learning.
- The quality of teaching is good overall and pupils' achievements are good as a result.
- Many pupils' skills and vocabulary in spoken and written English are below those expected for their age.
- Handwriting varies greatly and pupils have a wide range of styles and presentation skills reflecting their different previous school experiences.
- Good use is made of ICT to support pupils' developing skills in English.
- The leadership of the subject is good and as a result teachers are confident in the literacy strategy.
- The quality of marking is variable.

Commentary

51. The quality of leadership in the subject is good and, as a result, teachers are confident and knowledgeable. They plan lessons well to meet the needs of boys and girls from all groups. This is particularly important when the wide range of pupils' prior experiences is taken into account. Many pupils are at early stages of developing skills in English and standards in the subject are below those expected for pupils' ages. Pupils' lack of a wide, confident vocabulary causes extra difficulties when learning to read or to spell words. This is particularly the case for pupils with English as an additional language, but other pupils share this problem.
52. As yet, pupils do not all share the same understanding of the standards expected in their written work. While they co-operate well in lessons and are well-behaved in the main, they do not always present their work neatly and many form letters incorrectly. The co-ordinator has identified the need to focus on handwriting as an area for improvement as well as the development of pupils' language skills and this is already causing standards to rise. For example, pupils are given good opportunities to act out well known stories, to take part in discussions to develop skills in speaking and listening, and regular, formal handwriting lessons form part of each class timetable. There are good links with the co-ordinator for the provision for pupils with English as an additional language and the inclusion manager, both of whom

work hard to develop pupils' skills in speaking and listening. Resources throughout the school are good and pupils in all year groups have easy access to a good range of high quality fiction and non-fiction books in English and also in dual text.

53. Teachers plan lessons well and take good regard for the principles of the National Literacy strategy. However, the quality of marking varies across classes. While there are some examples of good practice where teachers share with pupils what it is they need to do next to improve their work, this does not happen in all year groups. Some marking sets a good example for pupils of the quality of written work while on other occasions teachers' writing is untidy, miss-spelt and with incorrect grammar. However, good opportunities are taken in all year groups to use ICT to support teaching and learning and this has a positive impact on the progress pupils make.

Language and literacy across the curriculum

54. Pupils are given good opportunities to use literacy and language skills in other subjects, such as when writing in design and technology about the things they have made and in history about life in the past.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Due to variations in standards on entry to the school, standards are likely to be broadly average by Year 2, and below average by the end of Year 4.
- The school has very significant changes in its pupil numbers, but evidence shows that based on their prior attainment, all pupils are achieving well.
- Older pupils are less confident in tackling practical and problem solving activities.
- The quality of teaching and learning is good.
- Most pupils have good attitudes.
- The leadership of the co-ordinator is good.
- Some pupils do not present their work as carefully as they should.

Commentary

55. Pupils are likely to achieve standards by the end of Year 2, which are broadly in line with those expected. This is because much of the work focuses on handling numbers and does not require high levels of understanding of English. By Year 4, many pupils confidently work with addition and subtraction. However, a number of pupils are less confident in recalling individual times-table facts, and as a result, are less sure when tackling work in multiplication and division. Many pupils have difficulties in tackling problem solving activities because of limitations in their understanding of mathematical language. In particular they find it difficult to know whether to add, subtract, multiply or divide to answer a number problem.
56. Lessons are carefully planned to deal effectively with weaknesses in pupils' skills. In particular, teachers provide suitable opportunities for problem solving activities, being aware that this is an area of weakness for many pupils. Fewer opportunities are currently provided for pupils to tackle practical activities. Although targets are not yet provided, teachers are generally careful to ensure that all pupils receive work that is suited to their particular needs in lessons. All teachers make good use of mental activities at the beginning of lessons, and they are also aware of the need to continue to extend pupils' mathematical vocabulary. Teachers have good subject knowledge, pupils are kept busy and suitable help is provided both by teachers and learning support assistants. As a result, pupils generally make good gains in their overall mathematical ability. Teachers use ICT well to help pupils develop skills in mathematics.

57. Pupils throughout the school clearly enjoy the work, the mental activities in particular. Most settle to their written tasks with interest and enthusiasm, they work well with other pupils, when required, and they make suitable efforts to accomplish their tasks. A small number are sometimes slow to settle. Most pupils are well behaved, and this enables them to concentrate well and make good progress. Some pupils take pride and care with the appearance of their work. However, others are less careful and work is untidy. Teachers rarely draw attention to this in their marking.
58. The co-ordinator has played a significant role in raising standards, and her leadership is good. She regularly monitors the work being tackled, and a close eye has been kept on the standards being achieved, and the overall provision being made. The co-ordinator is fully aware of pupils' current performance, and she is also putting in place strategies to tackle the weaknesses in practical and problem solving activities. The co-ordinator has also helped to ensure that pupils' mathematical skills are used and developed in the range of curriculum subjects.

Mathematics across the curriculum

59. Numeracy is taught successfully in mathematics lessons. Teachers also make suitable allowance for pupils to develop their mathematical skills in other subjects, such as science and design and technology.

SCIENCE

Provision in science is **satisfactory**.

Strengths and weaknesses

- Pupils' investigative skills are good.
- Attainment in the work covered is average and pupils' achievement is good.
- The quality of teaching and learning in lessons seen across the school was good overall and, as a result, pupils are now making good progress.
- Some aspects of the science curriculum have not been taught regularly enough or covered in sufficient depth to ensure that pupils' knowledge and understanding of some aspects is sound.
- Marking is not used well enough to show pupils how and where they need to improve their work.

Commentary

60. Pupils across the school thoroughly enjoy their work in science. In most, lessons pupils are engrossed in their work and cannot wait to have a go at their tasks. Older pupils predict accurately what might happen next and fully understand the principles of a fair test. They use their mathematical knowledge to confidently collate and record the results of their investigations in graphs and tables. Recorded work is not always neatly presented. The management of the subject is satisfactory. Although there has not been a science co-ordinator over the past year to closely monitor curriculum delivery, one has now been appointed.
61. Pupils have a wide range of prior knowledge in the subject and come from a range of different school backgrounds. As a result of this, combined with the fact that some parts of the curriculum have not been taught in depth over the last year, some pupils have significant gaps in their knowledge. Therefore although attainment in the work covered is average, standards at the end of Year 2 and Year 4 are likely to be below average overall. Pupils provide relevant and thoughtful explanations of how they carry out their observations and discuss them in a scientific way using appropriate vocabulary. They have a satisfactory knowledge of how things move and how materials can be grouped and changed, some knowledge of electricity and light, but little knowledge of living things, both human and plants.

62. Teachers have good subject knowledge and plan and deliver lessons in an interesting and exciting way, including using ICT so that pupils are keen to work and eager to participate in their practical activities. They have good relationships with their pupils, know them well and on the whole ask challenging questions to assess and check their knowledge. Pupils are particularly confident and alert because lessons move on at such a good pace and because they are responding well to their teacher's high expectations. Lessons are managed well and as a result, behaviour is good. In particular, pupils who have been identified as having emotional and behavioural difficulties are managed well and because of the good quality support they receive in lessons the vast majority are able to play a full part in investigative practical work.
63. Assessment procedures are now in place but information gained from this assessment is not yet used consistently to track pupils' progress and enable teachers to plan work that is at the right level for them. It is not used to set targets for individual pupils to show them where they need to improve their work. Similarly, marking is often a tick or work is initialled, and this is not effective in alerting pupils as to where and how they need to improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is good.
- The quality of teaching and learning is good.
- In Year 2, pupils' have good skills in writing instructions to make things move on a computer screen.
- Good use is made of ICT in other subjects of the curriculum.
- The attitudes shown by pupils are very good.
- The leadership role of the co-ordinator is very good.

Commentary

64. Most teaching in the ICT suite is undertaken by the co-ordinator, who has just joined the school. His subject knowledge is very good, and he is able to provide a very good array of resources for pupils to use and he keeps them busy throughout lessons. He is keen and enthusiastic, and has done much, in a short time, to support his colleagues in increasing provision in the subject. He provides clear advice and demonstration for pupils and staff alike. The enthusiasm of the co-ordinator has clearly helped to raise the confidence of both staff and pupils. Teachers, as a result, make good use of ICT in their teaching of all subjects with good effect. Good use is made of the class teachers and learning support assistants to support and help pupils. This enables all pupils to achieve well.
65. Pupils' attitudes to the subject are very good. When using computers, they listen very carefully to the instructions being given, and they show good concentration when working with equipment. They work well alone, and with partners when required to do so, readily taking turns and helping each other. They behave very well, and are most keen to accomplish whatever task is set them. They handle all forms of equipment with great care. Pupils' very good attitudes contribute well towards the good progress they are all now making. Pupils are able to use computers to write about a variety of topics, and present this in the style size and colour they want. Pupils generally have a secure understanding of control technology, whilst pupils in Year 2 show higher than expected skills in making a screen turtle find a specific target. As a result, standards are likely to be broadly as expected by Year 2 and Year 4.

Information and communication technology across the curriculum

66. The school uses ICT well to help pupils to learn about other subjects. In art, pupils enjoy recreating pictures in the style of famous artists. Younger pupils learn to follow instructions to complete adventure games. Older pupils know how to use spreadsheets to help them solve mathematical problems. In history, interactive whiteboards are used effectively to focus pupils' attention and display pictures and words to prompt their memories of what they have been told.

HUMANITIES

History and geography were not a focus of this inspection, but from scrutiny of work, discussions with pupils and observation of two lessons, provision is appropriate and standards are likely to be broadly in line with those expected at the end of Year 2 and Year 4.

Religious education

Provision in religious education is **satisfactory**.

Strengths and weaknesses

- The school has a strong commitment to including all the major faiths in the local community in the programme of work in religious education.
- Older pupils are very knowledgeable about the main festivals of the faiths that they have studied.
- Resources are very good.
- Some aspects of the religious education curriculum have not yet been taught regularly enough or covered in enough depth to ensure that pupils have sufficient knowledge and understanding of the requirements of the new Locally Agreed Syllabus.

Commentary

67. Very little recorded written work was available as much of the previous year's work was in the form of discussions and practical activities about different faiths and festivals. From evidence from observing lessons and talking to pupils, achievement in the work covered is satisfactory across the school and standards are likely to be in line with those expected at the end of Year 2 and Year 4. Older pupils have a good knowledge of the main festivals of a number of religions and can describe their significance quite well. They have some knowledge of other aspects such as places of worship and key figures. They benefit from opportunities to express their feelings about the world around them. Pupils with special educational needs and those with English as an additional language make the same satisfactory progress as other groups of pupils because they are well supported in lessons. However, there are gaps in some pupils' knowledge and understanding, due in part to their prior experiences. The new Locally Agreed Syllabus for religious education has recently arrived in school and work is being planned which takes due note of its guidance. The school has moved quickly to produce a programme of work that fully complies with its requirements, but teachers are still coming to grips with this. There is no co-ordinator as yet to guide and promote good practice. This makes it difficult for those teachers who lack confidence in the subject. The development of the role of co-ordinator is acknowledged as a priority for the school if standards are to be raised, particularly in monitoring, evaluating and supporting teaching and learning.
68. There is very good provision in the Foundation Stage for religious education where children are able to gain much knowledge and understanding of cultural and religious diversity because teaching is inclusive and sensitive. The quality of teaching across the rest of the school is satisfactory overall. Due to the focus on festivals from many different faiths last year, the school has built up a very good range of religious artefacts. These are used effectively by teachers to make lessons meaningful. Where teachers are secure in their subject knowledge, lessons are well planned and interesting, making a good contribution to spiritual development, and pupils respond well as a result. Some pupils new to the school this term do not yet respond to the positive ethos of the school, consequently teachers have to work hard to manage their behaviour in lessons. Most pupils are well behaved, keep on task and play a full part in lessons because teachers constantly and consistently reinforce class and school rules.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

69. **Art and design** was not a main focus of this inspection and so only a limited sampling of evidence was undertaken. From scrutiny of work on walls and in corridors, provision is satisfactory and the standards achieved are broadly in line with those expected for pupils' ages. A suitable range of techniques is taught as pupils move through the school. Art club makes a positive contribution to the skills and confidence of those pupils who attend.

Physical education

70. During the inspection, no lessons were seen in **physical education** as it was not an area for focus. A study of teachers' planning shows that appropriate coverage is made for the subject during the year. Provision is satisfactory and the standards achieved are broadly in line with those expected for pupils' ages. Many good opportunities are provided for pupils to receive coaching in football and volleyball and this has a positive impact on their enthusiasm as well as their skills in these areas. As this is a new school, swimming is only just being introduced, with pupils in Years 3 and 4 due to undertake this activity in the New Year.

Music

71. **Music** was not a main focus of the inspection. However, from the analysis of documentation and from assemblies and recordings of performances, provision is satisfactory and standards at the end of Year 2 and Year 4 are likely to be broadly in line with those normally expected.

Design and technology

Provision in design and technology (DT) is **satisfactory**.

Main strengths and weaknesses

- By Year 2, pupils are confident in choosing from a suitable range of materials and tools to help them make their products.
- Pupils are less confident in evaluating the work they have produced.
- Very good attitudes are shown by the pupils.

Commentary

72. Standards overall are in line with those expected and pupils' skills in making a variety of items are satisfactory. The quality of teaching and learning is satisfactory, overall. Teachers provide suitable opportunities for pupils to plan and make a variety of items, and appropriate resources are available for pupils to use. As a result, pupils in Year 2 successfully design and chose from a range of materials to make puppets, cards and fruit salad. By Year 4, pupils confidently choose from an increasingly wide range of resources to make items such as sandwiches, with a variety of fillings, and money containers, with various closing mechanisms. Commercially produced items are often studied, to help pupils with their own designs. Pupils have fewer opportunities to evaluate and identify how they might improve their work in the future.
73. Pupils enjoy lessons and talk enthusiastically about the different items they have made, and how they were planned. They clearly like the subject, they enjoy the opportunities to work with other pupils when necessary, and they are quick to point out the care that is needed when using various tools, especially needles. They are also keen to emphasise the need for hygiene when handling all forms of food.

74. There is currently no co-ordinator for the subject, as leadership roles are still being developed. However, the headteacher and the staff have ensured that, apart from evaluating finished items, a suitable range of work is undertaken.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

75. Provision in personal, social and health education (PSHE) is **good**. The school teaches personal, social and health education through other subjects in the main, as well as through discussion sessions. Pupils are encouraged to think about their lives, their environment and consider the feelings of others. During the inspection only one lesson was seen in PSHE. Little evidence was available of previous work. However, a study of teachers' planning shows that appropriate coverage is made for the subject during the year, with pupils learning about sex education, drugs awareness and the importance of healthy eating. Other issues, such as the importance of decision making, and the need to work with others in a team, are also emphasised. The standards pupils achieve are good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	2
The leadership of other key staff	3
The effectiveness of management	3

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