

# **INSPECTION REPORT**

## **South Walney Infant School**

Barrow-in-Furness

LEA area: Cumbria

Unique Reference Number: 112212

Headteacher: Mrs Maureen McCoy

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**Reporting inspector: Ms Kathryn Forsyth**

**Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> November 1999**

Under OFSTED contract number: 707128

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

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**INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Nursery
Type of control:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Amphitrite Street Walney Island Barrow-in-Furness Cumbria LA14 3BZ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Philip Shipman
Date of previous inspection:	21 – 23 November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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Brian Silvester, Lay Inspector		Attendance Spiritual, Moral, Social & Cultural Development Support, Guidance & Pupils' Welfare Partnership with Parents & the Community
Margaret Lewis	English Art Music Physical Education Special Educational Needs	Attitudes, Behaviour & Personal Development Curriculum & Assessment Efficiency
Pam Lowrie	Areas of Learning for Children Under Five Science Design & Technology History	Staffing, Accommodation & Learning Resources

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## **MAIN FINDINGS**

### **What the school does well**

- There is a high proportion of good teaching, and a significant amount of very good teaching throughout the school and across many subjects.
- Standards in mathematics are very high. In reading, speaking and listening, religious education and art standards are high due to the quality of provision and the good and very good teaching.
- Pupils' behaviour and their attitudes to learning are very good.
- The leadership and management of the school are excellent.
- There is a very positive ethos, which reflects the school's commitment to high achievement.
- The school provides an enriched curriculum which makes learning purposeful, challenging and enjoyable.
- The school environment is outstanding. Pupils' work is valued and celebrated in high quality displays.
- Pupils receive very good support and guidance throughout the school.
- Pupils' spiritual and moral development are very good.

### **Where the school has weaknesses**

- I. Planning for information technology does not always build on what the pupils already know and can do.
- II. Pupils' use of information technology to enter information and sort and classify findings is under-developed throughout the school.

**The school has a very impressive list of strengths that far outweigh the weaknesses identified. The provision for information technology has been recognised by the school as an area of weakness, and will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### **How the school has improved since the last inspection**

The school has made very good progress on all of the key issues identified at the last inspection. The school has developed very effective procedures for assessing, recording and reporting achievement in the non-core subjects. These assessments are used well to ensure that curriculum planning takes account of what has gone before and what will follow. This ensures that pupils make good progress and achieve good standards of work. Teachers now plan and deliver lessons which ensure that there are sufficient, appropriate opportunities for pupils to develop and use their speaking skills. Pupils are confident in speaking and will often initiate conversations with adults. The quality of talk in lessons is of a high standard. Improved lesson planning and the involvement of the headteacher in teaching literacy and numeracy, ensures that activities for the most able pupils are sufficiently challenging and appropriate to their needs. The school has been successful in encouraging pupils to arrive at school in time for the beginning of the school day. Improvements to the resources and opportunities for spiritual development have made a significant impact on pupils' progress. Spiritual development is now a strength of the school. Pupils now learn about and explore different values, beliefs and views, and circle time provides a good opportunity for pupils to express their own thoughts and raise questions.

The quality of teaching has improved. There is no unsatisfactory teaching in the school and

a high proportion of good and very good teaching.

The school's capacity for improvement in the future is very good.

### Standards in subjects

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>Very high</i>	A*
			<i>Well above average</i>	A
			<i>Above average</i>	B
			<i>Average</i>	C
			<i>Below average</i>	D
			<i>Well below average</i>	E
Reading	B	A		
Writing	C	B		
Mathematics	A*	A*		

The information shows that standards in reading are above average when compared with schools nationally and well above average when compared with similar schools. In writing, standards are average in comparisons with all schools and above average when compared to schools with similar characteristics to South Walney Infant School. In mathematics, standards are very high when compared with all schools, including similar schools. Teacher assessment for 1999 reveals that standards in science are well above average.

These results show that standards have improved over time, with a slight increase to the average levels achieved in reading and mathematics. Inspection evidence suggests that the current cohort of pupils is on target to achieve similar standards. Pupils make very good progress in mathematics, reading, speaking and listening and religious education. Standards in religious education are above the expectations of the locally agreed syllabus. Pupils make good progress in writing and science. Standards in information technology are in line with national expectations and pupils make satisfactory progress overall.

### Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Information technology	Good	Insufficient evidence
Religious education		Good
Other subjects	Good	Good

The quality of teaching throughout the school is good. One lesson was judged to be outstanding. Teaching is good or better in three out of every five lessons and very good in one lesson in five. Teachers are technically competent in teaching and use methods that enable pupils to learn effectively. All teachers have high expectations of behaviour, and level and pace of work. Teachers are effective in teaching the skills of literacy and numeracy across the curriculum. The teaching of religious education is good due to the emphasis placed on cultivating awe and wonder and encouraging pupils to be aware of their personal feelings and self-worth. The teaching of information technology is good for the under-fives, but too few lessons were seen in Key Stage 1 for a judgement to be made.



*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

## **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good. Pupils behave well in lessons and around school. They are courteous, trustworthy, tolerant and show respect for others.
Attendance	Satisfactory. Most pupils arrive at school on time. Lessons are punctual.
Ethos*	Pupils' attitudes to learning are very good. They are interested and enthusiastic in their work and sustain concentration for long periods of time. Most pupils take great pride in their work and are confident to ask for support when necessary. Pupils work together well throughout the school. The school environment is outstanding. Pupils' work is valued and high standards are promoted through good quality displays. Pupils use the environment well to support their learning.
Leadership and management	Excellent. There is a very positive ethos which reflects the school's commitment to high standards. The headteacher, staff and governors provide clear educational direction for the work of the school. Staff work very well as a team and individual strengths are used effectively. The school aims are reflected in all aspects of work. The school recognises its strengths and areas for development. Initiatives, such as the implementation of the numeracy strategy, are well monitored, evaluated and supported.
Curriculum	The curriculum is a strength of the school. The school has been successful in implementing the literacy and numeracy strategies whilst maintaining the non-core subjects to the full. The curriculum offers a broad and balanced framework that is used effectively to provide a range of worthwhile experiences which meet the interests, aptitudes and needs of pupils. Visits and visitors are well used to enrich the curriculum.
Pupils with special educational needs	Good provision. Pupils with special educational needs make good progress.
Spiritual, moral, social & cultural development	Spiritual and moral development are very good. Circle time is used effectively to support this area of development. The school has a strong ethos and set of values, which underpins the very good moral education the pupils receive. Social and cultural education are good.
Staffing, resources and accommodation	Very good overall. Resources for learning are of a very high standard, which supports pupils in producing high quality work. The accommodation provides a stimulating and well-maintained learning environment.
Value for money	Good.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## **The parents' views of the school**

### **What most parents like about the school**

- III. The headteacher and staff are approachable.
- IV. The school gives a clear understanding of what is taught.
- V. The quantity and quality of homework.
- VI. Their children are happy at school.

### **What some parents are not happy about**

- VII. There were no issues about which a

Inspectors' judgements support parents' positive views.

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## KEY ISSUES FOR ACTION

The school recognises the need to improve standards and provision in information technology and has written an effective development plan which identifies relevant priorities and targets. To refine and sharpen the focus the headteacher, governors and staff need to ensure:

- VIII. that there is clear guidance on the progression of knowledge, skills and understanding of information technology in pupils' learning;
- IX. sufficient opportunities exist for pupils to learn how to use information technology to sort, classify and present information.

*(paragraphs 19, 30, 31, 41, 120, 121 & 123 refer)*

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan:

- X. ensure there is an appropriate balance between mental and written methods in mathematical calculations.  
*(paragraphs 17 & 106 refer)*
- XI. Ensure effective use is made of support staff in the nursery.

*(paragraphs 77 and 82 refer)*

## • **INTRODUCTION**

### • **Characteristics of the school**

1. South Walney Infant School takes pupils between the ages of three and seven. It is situated on Walney Island near the town of Barrow, an area of mixed owner-occupied and rented accommodation. Pupils at the school come from a variety of backgrounds; professional, self-employed and manual workers. In recent years, many parents have been made redundant from a major employer in the area. This has led to a number of parents having to travel away for employment.
2. There are 178 pupils in the main school. The number of girls is significantly higher than that of boys. There are 90 children under the age of five: 50 who attend half time in the nursery class and in the reception classes. Pupils' attainment on entry is average.
3. There is one nursery class, two reception classes, two Year 1 classes and three Year 2 classes. In some lessons in literacy and numeracy, in Years 1 and 2, pupils are setted according to prior attainment.
4. There are five pupils at Stages 3 to 5 on the school's register of special educational need. One pupil has a statement of special need. This is broadly in line with the national average. Around 21 per cent of pupils are entitled to a free school meal, which is broadly in line with the national average. All pupils come from homes where English is the first language.
5. The school aims to provide a happy, secure and interesting environment, and a stimulating and relevant curriculum providing the opportunity for all pupils to reach their potential. The school aims are detailed and clarify expectations in relation to literacy, numeracy, attitudes to learning and personal and social development. The school has highlighted numeracy, information technology, religious education and partnerships with parents and the community for areas for development during the academic year 1999-2000.
6. The school was last inspected in November 1995. There have been no changes to the teaching staff, but a nursery class was opened in September 1999.

6. **Key indicators**

7. **Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	33	34	67

<b>6. National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils	Boys	29	26	29
At NC Level 2 or above	Girls	33	31	30
	Total	62	57	59
Percentage at NC Level 2 or above	School	91 (84)	84 (83)	88 (97)
	National	80 (80)	81 (80)	84 (84)

<b>6. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils	Boys	28	30	31
At NC Level 2 or above	Girls	32	33	34
	Total	60	63	65
Percentage at NC Level 2 or above	School	90 (82)	94 (97)	97 (92)
	National	81 (80)	85 (84)	86 (85)

8. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.34
	Absence	National comparative data	5.2
	Unauthorised	School	0.14
	Absence	National comparative data	0.5

6.

6. **9. Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

6.

10. **Quality of teaching**

<sup>1</sup> Percentages in parenthesis refer to the year before the latest reporting year.

Percentage of teaching observed which is:	%
Very good or better	20.4
Satisfactory or better	100
Less than satisfactory	0

6. **PART A: ASPECTS OF THE SCHOOL**

6. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

6. **Attainment and progress**

1. The results of the 1999 National Curriculum Tests show standards have improved since the time of the last inspection and between the period from 1996 to 1999. The most noticeable improvement has been to the average scores achieved in reading and mathematics. Test results show that standards in reading are above average when compared with schools nationally and well above average when compared with similar schools. In writing, standards are average in comparisons with all schools and above average when compared to schools with similar characteristics to South Walney Infant School. In mathematics, standards are very high when compared with all schools, including similar schools. In science, teacher assessments show that standards have improved and are now well above average.
2. Inspection evidence suggests that the current pupils are on target to achieve similar standards. Pupils make very good progress in mathematics, reading, speaking and listening and good progress in writing and science. This is due to the high proportion of good quality teaching, challenging learning experiences and setting arrangements, which ensure that pupils are taught according to their prior attainment. Standards in religious education are high, and pupils make very good progress, because of the prominence given to pupils' spiritual development. Standards in information technology are average and pupils make satisfactory progress.
3. At the last inspection, standards of attainment were judged to be in line with national expectations, with a minority of higher attaining pupils underachieving in reading, writing, spelling and information technology. Standards have improved in all these areas with the exception of information technology. The successful implementation of the school's policy for higher attaining pupils and setting arrangements have ensured that pupils of all abilities make good and sometimes very good progress, and achieve levels appropriate to their abilities.
4. Children in nursery and reception classes make good progress and by the time they are five, the majority are on target to attain the desirable learning outcomes for entry into compulsory education in all areas of learning. Most children are confident speakers with good levels of concentration. Children listen well and are very well behaved. In reception classes, many pupils identify a range of letters and some can write their name independently. In mathematics, most children can count confidently to ten and some to twenty. Mathematical words, such as long and short, are used accurately. Imaginative and interesting experiences ensure that children are enthusiastic and knowledgeable in learning about their world. Teachers have high expectations for children's independence and the personal and social provision is a strength in the under-fives classes. Many children are able to undress and dress themselves, handle equipment and resources correctly and work well together in small groups. In creative development, artwork is of a good standard due to the very good teaching and high quality resources.
5. Pupils of all abilities make good progress in their writing and speaking and listening

skills, and achieve above average standards. By the end of Key Stage 1, pupils are confident speakers, often initiating conversation with adults, and they have a good range of technical vocabulary especially in subjects such as mathematics, science, art and music. Standards in handwriting and in presentation of work are average and pupils have sound technical skills in writing. By the age of seven, most pupils write sentences well using correct punctuation, such as full stops and capital letters. Some pupils punctuate speech correctly in their free writing. By the end of Year 2, many understand the past tense and write short accounts correctly. Although pupils make good progress in writing skills, until recently, when additional time for extended writing was introduced, they had limited opportunities to experience writing individual stories at length.

6. Standards in reading are above average and a strength of the school. Pupils' attainment in this area supports learning in other subjects. Pupils are competent and confident readers who enjoy reading in the literacy hour and independently. Many pupils talk enthusiastically about favourite authors and preferred styles of books. Most pupils use the library well and know how to use the contents page and index of a book to find information. Reading is actively encouraged throughout the school, which ensures pupils make very good progress.
7. Standards in numeracy are very high and all pupils make very good progress. Most pupils are competent users of numbers and are confident in their calculations and problem solving. By the end of the key stage, most pupils understand addition and subtraction and have a good range of mental strategies to solve problems. Most recognise that multiplication is repeated addition, and division is equal sharing. In measure, shape and space, most estimate, measure accurately and compare lengths using standard units. Pupils make very good progress due to the emphasis placed upon practical activities and the application of numeracy skills. Lessons are exciting and very well matched to the needs of pupils. The setting arrangements in numeracy lessons ensure that the higher attaining pupils receive appropriately challenging work. As pupils progress to working with larger numbers, they learn more sophisticated mental methods and tackle more complex problems. Whilst pupils are encouraged to talk about their work and explain strategies used, they are not always encouraged to make informal notes to help explanations. Pupils' very high levels of attainment in numeracy supports attainment in other subjects such as science, art and geography.
8. Attainment in science is well above average and all pupils make good progress. Pupils have a good understanding of areas studied. Many pupils in Year 2 produce an electric circuit and discuss what is required to make a circuit. Pupils are very good at using the correct scientific vocabulary. Due to the emphasis given to practical investigations in the curriculum, pupils are confident and effective in carrying out practical investigations.
9. Standards in information technology are in line with national expectations and pupils make satisfactory progress throughout the school. Pupils in reception are confident users of information technology. Many use a mouse competently to make choices on the display screen. As they progress through Key Stage 1, pupils make satisfactory progress overall in their use of graphics, control and modelling and word processing skills, although skills are not always taught in a systematic approach. Handling information is under-developed. Information technology is used effectively in English, mathematics and at times in science.
10. In religious education, standards are above the expectations of the locally agreed syllabus and pupils of all abilities make very good progress. Religious education

makes a significant contribution to pupils' spiritual development. Pupils learn effectively about religion, but the strength of the programme is in how pupils learn about themselves from religion. From the reception class, pupils reflect on their own thoughts, feelings, relationships, beliefs and values during circle time which is dedicated to spiritual development. Pupils have a good understanding about distinctive religious ceremonies, such as baptism and marriage, and recognise symbolism within these events. Older pupils give informed and considered responses to religious and moral issues.

## 20. **Attitudes, behaviour and personal development**

11. Children under five and pupils in Key Stage 1 have very good attitudes to learning. Children under five settle quickly into the life of the school. They adapt happily to day to day routines and make good progress in their personal and social development. They develop confidence well and establish friendships to help each other. They treat one another with respect. Children in the reception classes follow instructions well, share and take turns, listen and respond to their teachers well in a large group and are unafraid to ask questions. Pupils in Key Stage 1 continue to enjoy their work and show enthusiasm and interest during their lessons. They maintain concentration very well. They are keen to discuss their work, for instance, when sharing texts during literacy lessons and concentrate well on their individual practical activities in physical education and art. They ask careful, considered questions in a drama situation during a lesson for personal, social and health education. They delve deeply into the reasons of a situation and how it can be resolved fairly. These positive attitudes make a good contribution to pupils' attainment and progress. The school's inclusive and supportive policy for pupils with all aspects of special educational needs makes a successful contribution to their attitudes to learning, good behaviour and to developing their self-esteem.
12. Pupils' behaviour in lessons, when moving around the school, at lunchtimes and at playtimes is very good. They know clearly that they should behave well in all situations and are willing to do so. The very good behaviour during lessons assists their learning and ensures that all pupils have the opportunity to learn. Pupils show respect for all teachers and adults in the school. They show respect and tolerance for each other and for each other's ideas, particularly during plenary sessions. Incidents of bullying are rare, and should this occur, pupils know how to deal with it. No exclusions have taken place over the past three years. Pupils are courteous, polite and welcoming to visitors. They respect property, treating books and school equipment with care.
13. Relationships between pupils and between staff and pupils are very good. The school meets its aim that pupils should develop their ability to work within co-operative groups, within school and within the wider community. Staff provide good role models. Pupils develop a good understanding of friendship and how to be a good friend. They show tolerance to others and an understanding of each other's difficulties. Pupils work well together and support each other well, for instance, in their shared writing and art tasks. An example was seen during a Year 2 art lesson, when pupils worked and talked together quietly and independently on their individual task. They gave mature suggestions and help to each other as to how they could improve their paintings. Pupils with special educational needs respond well to the support, encouragement and praise they receive from adults and other pupils. Pupils are sensitive to each other's efforts and this is clearly seen when they evaluate each other's work in subjects such as music, physical education, writing and art. In religious education lessons pupils, show respect for other people's values and beliefs.



14. Pupils' personal development is good. From the time pupils begin school, they change themselves efficiently and quickly for their physical education lessons several times each week. They show responsibility for tidying away their own things and help to put away resources carefully in the majority of lessons. They are careful with their own litter in the playground. They take school registers to the school office and take home and return their reading books daily. Aspects of self-assessment are developed in pupils' individual profiles. Overall, there are good opportunities for pupils to develop and extend their independent work across many subjects of the curriculum, for instance, during the literacy strategy and in science activities, such as when making a circuit. Pupils' personal development is enhanced by a wide range of educational visits in the local and more distant environment and by involvement in school history and wildlife projects, although extra-curricular activities are not a consistent feature of the school.

24. **Attendance**

15. In 1997/98 the level of attendance was 93.9% which is broadly in line with the national average and satisfactory. The level of attendance has fallen by 1% since the last inspection in 1995. The satisfactory level of attendance makes a positive contribution to pupils' attainment and progress.

16. Most pupils are punctual and only a small minority are late. There is generally a prompt start to lessons and the school day.

26.

26. **QUALITY OF EDUCATION PROVIDED**

26. **Teaching**

17. At the time of the last inspection, the quality of teaching was judged to be a strength of the school. It remains so. The quality of teaching throughout the school is good. Teaching in most subjects is never less than satisfactory. There were insufficient lessons seen in information technology, history, music and design and technology for a judgement to be made. Teaching is good in English, mathematics, science, religious education and art. It is satisfactory in physical education. There is a high proportion of good and very good teaching. Three lessons out of five are good or better throughout the school. In the under-fives classes one lesson in three is very good. At Key Stage 1, one lesson in five is very good or better. One lesson seen in physical education was judged to be outstanding. The high proportion of good and very teaching ensures that pupils make good or very progress in their lessons.

18. The high quality teaching comes from a combination of factors. Classroom management and organisation are very good in all classes. Teachers are technically competent in teaching and use methods that enable pupils to learn effectively. All teachers have high expectations of behaviour, and level and pace of work. Teachers are very professional in their approach and teaching is given a high priority in the classroom.

19. The teaching of children under five is good overall, with consistently very good teaching in the reception classes. The teachers understand the needs of young children very well and plan appropriate activities which not only extend learning, but

also develop personal and social skills. Children are actively encouraged to join in activities and, at times, take a lead. Children's contributions are valued and teachers are skilled in questioning children to extend their learning. In most lessons, children are encouraged to have a go. In one lesson observed, the teacher used an alphabet basket and children were encouraged to say the sequence in which letters are found. When the new letter F is introduced, children are given the task of finding things beginning with F in the classroom. The teacher captures the children's imagination and children are excited and very keen to take part. Literacy and numeracy are promoted effectively in all classroom activities. A significant aspect of teaching in the reception classes is the high expectations of level and pace of work, which are appropriate and ensure that many children achieve their potential.

20. Teachers' planning is good at all levels. Teachers have good subject knowledge in all subjects with the exception of information technology, where it is satisfactory. In those subjects where teachers have good subject knowledge, skills, knowledge and understanding are taught systematically and lesson planning is always appropriate and builds on what has gone before. Assessments of pupils' abilities are accurate and are well used to inform planning. This results in teachers having clear learning intentions for their lessons and in good continuity and progression in learning. Work is always planned at different levels for pupils of differing attainment. One teacher has the useful strategy of using a blank piece of paper on each table and when visiting the group, discusses and writes down appropriate targets for the pupils to focus on. Planning for information technology is less well developed than for other subjects. There is little documentation available to support teachers in their planning, and in some cases there is limited progression in skills taught in Years 1 and 2.
21. At the time of the last inspection, there was a weakness in the planning for the higher attaining pupils and tasks set were too easy and did not extend learning. This has been addressed successfully in all subjects except in information technology, where there still remains a lack of challenge in the work set. In the numeracy groups in Year 1, where pupils are set according to previous attainment, there was some very challenging work that extended pupils' learning and encouraged pupils to be fascinated by their mathematics work. In this lesson, pupils were given a 20cm strip of paper and they were asked to work out the measurement of the other smaller pieces of paper, which joined together made the same length.
22. In the lesson judged to be outstanding, the teacher was highly effective in ensuring that all pupils, regardless of ability, made very good progress. The lesson was very well structured and made good use of what had been covered in a previous lesson. The teacher was confident in her teaching, and her use of demonstration and coaching pupils to ensure dance movements were improved was outstanding. Throughout the lesson, every opportunity to extend language was used very effectively by the teacher.
23. The quality of teaching in religious education is good. Religious education is seen, by most teachers, as an important and interesting area of study. Stories are well chosen and lessons well planned from the syllabus, ensuring that the two attainment targets are integrated. Teachers are successful in creating an appropriate ethos for the teaching of religious education. In some lessons, candles and incense are burned. The strength of the teaching lies in the ways in which teachers encourage pupils, to reflect on their own thoughts, feelings, relationships, beliefs and values during religious education lessons and circle time which is dedicated to spiritual development.

24. In the lessons which are satisfactory, planning and organisational strategies are good and pupils are always well managed. However, in some of these lessons, the pace can be slow and the teacher can dominate the lesson.

25. Homework is used well throughout the school. Pupils take reading books home regularly and are often encouraged to find out things for themselves in preparation for the next lesson. A group of Year 2 pupils were asked to look for different kinds of lights in their environment and to find out the various uses of types of lights.

35. **The curriculum and assessment**

26. The curriculum is a strength of the school. The curriculum for children under five in both the nursery and the reception classes is broad and balanced and covers all areas of learning recommended for pupils of this age. They are provided with a good range of activities, which prepares them well and leads them smoothly into the National Curriculum programmes of study.

27. At Key Stage 1, the school provides a broad and balanced curriculum that is relevant to the ages and interests of its pupils. It fully complies with statutory requirements. The broad range of activities provided within subjects, together with good teaching, enhances the quality of the curriculum and provides meaningful and motivating experiences for the pupils. The school curriculum provides particularly well for pupils' aesthetic and creative development in art, music and dance lessons, and in the development of the humanities in history, geography and religious education lessons. The school pays due attention to the subjects of English, mathematics and science. Religious education is taught in accordance with the locally agreed syllabus. The information technology curriculum is currently a prioritised area, undergoing review to ensure that each strand of the subject is fully covered, since it does not always build on what the pupils already know and can do. Curriculum policies are reviewed each year. In many subjects, school schemes of work underpin and support the teaching. The school uses the National Literacy and Numeracy Strategies well to plan and teach English and mathematics.

28. The immediate, local and distant environment are used very well to support subjects of the curriculum, particularly geography and history. Visitors to school, such as The Floating Point Theatre Group, antique collectors, an artist in residence, dancers and a mime artist, make a good contribution to the curriculum for science, history, art and physical education. Art has a high profile in the school and the quality of the display of pupils' artwork provides a stimulating environment for learning. This impacts well on pupils' own self-esteem and cultural development.

29. All pupils, including those with special educational needs, have the opportunity to learn and make progress. These pupils are identified early and good provision is in place in accordance with the Code of Practice. The headteacher has direct responsibility and there is full involvement with the special needs governor. The governing body has been involved with staff training for pupils with special educational needs and a whole school programme of further training is planned in the near future for the needs of the more able pupils and for those with dyslexia.

30. The provision made for pupils' personal and social education is satisfactory. The governors have taken a decision that sex education is not taught formally, but pupils' questions are answered with truth and sensitivity. Information appropriate to pupils' ages on growth and changes in humans and animals is taught within the science

curriculum. Health education and the misuse of drugs are also taught appropriately within the curriculum for religious education and science. The school has a policy for pupils' personal, social and health education, and drama education is linked well into this.

31. Curriculum planning is effective. Subjects are planned for thoroughly at the medium stage for each term or half term. Planning for English and mathematics follows the literacy and numeracy national strategies for each year group and for each term. Where possible, subjects are linked into a broad theme by teachers, which results in making learning meaningful to the pupils. Teachers ensure that they plan to provide a structure of activities in an appropriate sequence that builds upon pupils' previous learning. Pupils' skills are developed sequentially according to school schemes of work, for instance, in art, physical education, and geography. For some subjects, such as science and information technology, the school is looking towards the use of guidance of the syllabuses from the Qualifications and Curriculum Authority. Year group teachers plan together for all subjects and this contributes well both to the continuity of what is taught and the progress that pupils make. There is currently no provision for extra-curricular activities, although these have taken place in the past.
32. Since the previous inspection, the school has developed effective procedures for assessing pupils' work in all subjects of the curriculum, as well as the main subject areas of English, mathematics and science.
33. Procedures for assessing pupils' attainment are good overall. Assessments of children's progress in the nursery class are well maintained. When they enter the reception classes, children are assessed towards the end of their first half-term. This provides a useful baseline against which to judge their further progress. An individual profile or record of achievement for each child is begun at this stage. These are well maintained and follow the pupil as they move through the school. The school has a policy for assessment and an assessment timetable for each year group, which clearly identifies when subjects are to be assessed and the area of assessment for that subject. Assessment statements are attached to all policies detailing clear intentions. These help to focus on learning and move pupils on. Assessment and recording procedures for English, mathematics and science are good across the school and under constant review. The school has analysed the results of the end of key stage tests carefully over the past three years in English and mathematics in order to identify areas to further raise pupils' attainment. Targets for the school have been identified as have, in some cases, those for individual pupils. Groups of pupils at Year 1 are identified for further booster classes in mathematics and English. For the current year, the school has identified areas for improvement in reading comprehension and writing skills as a result of this analysis. Teachers assess pupils' performance on a regular daily basis with the use of a variety of skills checklists and observations. Plenary sessions are used well for this purpose and to move pupils on in their learning. Pupils are grouped in their lessons according to their ability, and assessment is used for moving pupils between these groups and for the preparation of the next lesson. Assessment procedures are well led in the school and teachers' own assessments of pupil performance are very close to that of the results in the statutory tests at the end of Key Stage 1.
43. **Pupils' spiritual, moral, social and cultural development**
34. Moral and social development were judged to be a strength of the school at the time of the last inspection, although spiritual development was less well developed. The

school has worked hard to ensure that moral and social development remain strengths, with moral development being very good and social development good. Spiritual development has become very good and the cultural development of pupils is good.

35. The spiritual development of the pupils is very good. There is normally a daily act of collective worship, which meets the statutory requirements. Religious education lessons make a very good contribution to spiritual development. Christianity and Buddhism are studied and there are opportunities to reflect on the awe and wonder of the world in assemblies, religious education lessons and circle time.
36. There are good links with St. Mary's Church. Pupils have attended church for Easter, Harvest Festival and Christmas services, and the church is studied as part of their religious education. The vicar visits to take assemblies and some lessons, and helps plan the syllabus. The school is also developing a Millennium Garden where pupils will have opportunities to sit and reflect. The provision for spiritual development has improved since the last inspection.
37. The moral development of the pupils is very good. Pupils are taught to be responsible for their own behaviour and to care and share. They are taught a clear understanding of the difference between right and wrong. Pupils are given responsibilities in class, such as taking the register back to the office. Relationships between pupils and between pupils and adults are good. The importance of kindness and caring is emphasised and was observed being taught in a Year 2 religious education class.
38. Moral issues are explored in the weekly circle time lessons. Each class chooses one of their number as the good friend for that month. The school has a strong ethos and set of values, which underlies the very good moral education the pupils receive.
39. The social development of the pupils is good. Their understanding of community is enhanced by local visits and by inviting senior citizens to special assemblies. Pupils show initiative by participating in deciding who should receive the Harvest Festival proceeds. Pupils are taught to help one another and to share, for example, pupils willingly share the fruit they bring into school. Pupils co-operate in class and generally work together well in pairs and in groups.
40. The personal and social development of the pupils in class are good. Personal, social and health education is delivered as specific lessons and as part of other curricular lessons.
41. The cultural development of the pupils is good. Pupils are taught to appreciate music, art, literature and local history. There are good displays of the work of famous artists around the school.
42. Multicultural education is taught in religious education and in other subjects such as cookery, art and music. There is an annual Divali assembly and the school has a sound range of multicultural resources and artefacts. Visitors to the school, for example an Indian dancer, enhance the multicultural development of the pupils.
52. **Support, guidance and pupils' welfare**
43. The past inspection in 1995 reported that the school was a secure environment and that parents valued the help and guidance given, and this is still the case. The school

gives very good support and guidance to its pupils. Teachers assess the progress of their pupils and also refer to a number of internal and external tests. Portfolios of the pupils' work are maintained. The monitoring of progress in the core subjects of English and mathematics is particularly good.

44. The pupils' personal development is monitored by their class teachers. All members of staff have good knowledge of their pupils and show them great care and personal support. A reference is made to personal development in the pupils' annual reports.
45. The school's procedures for monitoring progress, behaviour and personal development are very good. The behaviour policy emphasises the positive encouragement of good behaviour in the form of praise and rewards. Self-discipline is encouraged. The school encourages consistent strategies to deal with poor behaviour.
46. Incidents of bullying are infrequent and are dealt with well and in accordance with the bullying policy.
47. The school's procedures for monitoring and promoting good attendance are good. The class teachers, headteacher and secretary monitor the registers. If there are any concerns the parents are spoken too. The educational welfare officer makes home visits if necessary. Stickers are given for good punctuality.
48. The school successfully promotes the health, safety and general well being of its pupils. There is an appropriate child protection policy. The headteacher is responsible for its implementation and has received appropriate training. All members of staff are informed of the procedures to adopt if they have any concerns.
49. The school has a good health and safety policy. Termly risk assessments are completed by a governor and the headteacher. No health and safety concerns were observed during the inspection week. Fire drills are held half-termly and all equipment is checked annually. There are several first-aiders on the staff and all accidents are recorded. The school nurse visits and carries out health checks on the pupils. The police, fire, health and welfare services speak to pupils about safety issues.
50. The school's procedures for child protection and promoting pupils' well being, health and safety are very good and have a positive impact on the pupils' attainment and progress.
60. **Partnership with parents and the community**
51. The last inspection report stated that the school has a good relationship with parents and valuable links with commerce. This is still the case. The information supplied to parents is good. Monthly newsletters are sent out along with other information letters. Parental noticeboards are well used. Curriculum meetings on subjects such as literacy, numeracy and reading at home are held for parents, and outline plans for termly work are supplied. Meetings are also held for parents new to the school and before the Standards Assessment Tests in Year 2.
52. The pupils' annual reports tell parents what their child knows, understands and can do in all subjects, but do not generally give areas for improvement. Short mid-term reports are also provided to parents. All the statutory information is supplied. The deputy headteacher has worked with parents on home learning for nursery children and this has been effective in helping parents to support their children in starting

school.

53. Parental involvement in children's work and the life of the school is good. Parents are invited to special events including Christmas and Summer Fayres and sponsored events. The money raised is used to buy equipment for the school and Christmas presents for the pupils. Parents are encouraged to help in the school and on average around 15 help each week. Parents are asked to hear their child read and to contribute to the reading record, and most do. This has a positive impact on pupils' reading standards. The school has a good home/school agreement, which the majority of parents have signed.
54. The school's links with its community enrich the school's work and make a good contribution to pupils' attainment and personal, social, spiritual, commercial and cultural development. There are good links with St. Mary's Church. Pupils visit to explore its interior and to attend Christmas and Harvest Festival services. The vicar teaches the pupils in assemblies and classrooms. This enhances the provision for religious education and spiritual development.
55. The Senior Citizens Tuesday Club attends assemblies at Easter, Harvest Festival and Christmas. Harvest gifts are distributed within the community.
56. Visits to local places of interest like the Dock Museum, library and the wildlife park enhance the curriculum.
57. There are good links with the nearby Junior School and local secondary pupils and students come into the school for work experience. Local commerce supplies some resources and funds and supports the fund-raising efforts of the Friends of the School.

67.

## **67. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **67. Leadership and management**

58. The headteacher and staff with management responsibilities give excellent leadership. The headteacher leads by example and sets herself, staff and pupils high expectations of work, commitment and enjoyment in learning. The staff are united in their beliefs about how pupils learn best and they work hard to ensure high standards are achieved through a purposeful, exciting and challenging curriculum. The school sets high expectations of what can be achieved and these are evident in all aspects of the school's work. The staff have been very successful in creating a very positive ethos and an excellent learning environment, in which all pupils and members of the school community are valued and there is equality of opportunity for all.
59. Teachers work together well as a team, and individuals are confident in taking a leading role in their subject responsibility. Teachers are constantly engaged in professional dialogue and meet regularly to evaluate their work and plan ahead. Individual strengths of teachers are recognised by the senior management team and used effectively to the benefit of the pupils. The teacher responsible for art has led in-service work within the school and supported staff in the teaching of art. This has been instrumental in producing high standards of artwork throughout the school.
60. The governing body fulfils all statutory responsibilities effectively. Meetings are

extremely well managed by a highly competent chair of governors. Individual strengths and skills of governors are well used to support the school in financial planning and in the day-to-day running of the school. One governor works full-time in the school on a voluntary basis. His work is valued by teachers and is effective in supporting them. The governing body shares the staff's commitment to high standards and they have a good understanding of what the school needs to do in order to improve.

61. The headteacher is quick to pick up on any issues arising from individual pupils' needs to aspects of quality of teaching. Evaluation of teaching is a regular occurrence and has led to specific intervention, such as a change in curriculum organisation. The school development plan is based on good quality information gathered by monitoring. Priorities and targets identified in the plan are appropriate and clear actions to implement improvements are mapped out. Good procedures are in place for the school to monitor and evaluate its progress. The school's capacity for improvement in the future is very good.

#### **71. Staffing, accommodation and learning resources**

62. The number and qualifications of the teaching staff and other classroom staff are good for the demands of the curriculum. The level of teaching experience is high, which generally leads to good support and co-ordination of curriculum subjects.
63. All staff have appropriate job descriptions, and professional development needs are met as part of an overall structure linked to the school development plan. Non-teaching and support staff are well deployed and contribute effectively to the work of the school. The staff work together as a very effective team. Procedures for teacher appraisal are in line with requirements.
64. Generally, accommodation is of a high standard. It is well decorated, clean and attractive, and provides a stimulating, good quality environment to support the teaching of the curriculum. Outside areas have continued to improve and the school now has an enclosed garden area in addition to the well-established wildlife garden. The school yard is marked with a range of games and activities which provide additional stimulus for pupils at break time. In addition, there is a small, well-used adventure play area to the side of the school yard. Grassed areas are limited in size and there is no large field area. The school hall is of an adequate size and is used as a dining area in addition to other activities. There is a specialist food technology room which is used regularly by all pupils, and an attractive and adequately stocked library. Best use is made of the available accommodation. The early years unit, consisting of the linked nursery and reception classes, is of a good standard and provides an attractive and well-resourced learning environment.
65. Resources for learning are of a very high standard, which supports pupils in producing high quality work. Some subject areas are very well resourced, and the school has a wide range of artefacts to support curriculum areas such as history, art and religious education. The school continually endeavours to improve the quality and range of books to further support all curriculum areas. There is a good level of resources for information technology, with all classrooms having access to at least two computers. Generally, resources are well organised, accessible and used effectively.



**75. The efficiency of the school**

66. The overall efficiency of the school is very good. Funding for pupils is around the national average for infant schools. Governors are committed to spending this funding to support the education of those pupils in the school, but have a good awareness of future needs. This is a popular school. However, governors are aware that the school needs to have stability of numbers and not over expand in order to maintain the present standards of achievement, levels of staffing and the good use of accommodation for its pupils. Financial planning is very good. The school management plan shows clear links between the priorities for development and the school's budget and additional grants and funding. It indicates responsibilities, costs, personnel and time-scales required to implement targets, together with the criteria to measure the success of progress. The governor's finance committee meets regularly and all governors are provided with the information they need for their discussions in order to make wise decisions on budgetary matters.
67. Teaching and support staff are deployed well. The subject strengths of teachers and the headteacher are used very well for the co-ordination and support of subjects. Some teachers give successful in-service training in their subject. Support staff are generally used very well to maximise their support for the benefit of all pupils. Support staff in the nursery class are not consistently deployed well.
68. The school uses the accommodation and learning resources extremely well. The hall and library/resource centre are timetabled constantly for use by all classes. Good use is made of corridors and areas adjoining the open planned classrooms for teaching and supporting groups of pupils. The high quality of display in the school enhances the learning environment for pupils and assists their learning very well. The outside area, although not large, has been used to maximise its potential for play and learning. This includes outdoor climbing apparatus and the incorporation of a secure wildlife garden. Learning resources in the majority of subjects are of high quality and are organised and used well by teachers and pupils. The school is kept to a high standard of cleanliness by the cleaning staff.
69. Arrangements for financial control are very good. A very recent local authority audit raised a few minor recommendations of the school's management systems. These have immediately been fully addressed. Spending is monitored closely on a regular basis, the administration of the school is carried out efficiently and unobtrusively by a friendly and helpful secretary, and the school runs smoothly on a day-to-day basis which enables the headteacher and the teaching staff to concentrate on educational matters.
70. Taking into account the average attainment of pupils on entry, the good quality of teaching provided, together with the good progress and very good behaviour of pupils, the above average standards achieved by pupils, the excellent leadership and the costs involved, the school is judged to be providing good value for money.

80.

**PART B:**

**CURRICULUM AREAS AND SUBJECTS**

**80. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

71. The previous report did not highlight any key issues relating to the provision for children under five in the reception classes. The nursery class, which was not part of the previous inspection, was inspected in March 1999 as part of a national programme of inspection of the educational provision for four-year-olds. Three key issues were highlighted and an action plan has been drawn up to address them.
72. The quality of teaching for children under five is good overall, with a significant amount of very good teaching in the reception classes. One lesson in three is very good in the reception classes. Nursery nurses in the reception classes contribute effectively and are instrumental in supporting the achievements made by the children. However, support staff in the nursery are not always deployed effectively.
73. Children come into the nursery at the start of the school year following their third birthday. The children are happy and secure when they are admitted to school. They confidently explore their environment, actively engaging in activities and interacting with both adults and their peers. They move into the reception classes in the September after their fourth birthday. They make satisfactory and sometimes good progress, so that by the time they are five, most children attain the desirable learning outcomes in all areas of learning for entry into compulsory education. The transition from nursery into the reception classes is smooth, and staff work actively to ensure this is so.
74. Overall, assessment is good. The local education authority's baseline assessment is used effectively, recording individual progress in the different aspects of learning and development. Well documented planning supports the delivery of the curriculum and influences learning outcomes.
75. Liaison with parents is good, with staff and parents having positive and open attitudes which benefit the parent/school partnership. Parents are kept well informed about their child's progress, and have opportunities to take part in activities. Accommodation for the under-fives is satisfactory, with regular access to the school hall, library and outdoor facilities. The classrooms are attractive, well organised, and make best use of space in order to allow for a variety of different types of teaching and activity. Resources are generally good and support the curriculum for the under-fives well.
- 85. Personal and social development**
76. By the time children reach the age of five years, attainment is in line with expectations. The personal and social development of children under five is very good. There is a strong programme in place to promote the spiritual, moral, social and cultural development of the children. Children in the nursery and reception classes are well behaved, happy and have self-respect. Relationships with adults, and between children, are very good. There are opportunities to develop independence by selecting and pursuing activities, taking responsibility for their environment, such as tidying up and caring for plants, and attending to their personal needs. Children show good levels of concentration for pupils of their age and generally they persevere until tasks are completed. Children with special educational needs are well supported.

**86. Language and literacy**

77. By the time children reach the age of five years, attainment is in line with the national expectation for children of this age. Children make satisfactory and sometimes good progress through the nursery and reception classes. Pupils' response is generally good. In the reception classes, children work well in small group situations, co-operating and taking turns. They listen attentively and generally speak confidently. They are able to identify a range of letters from the alphabet and say the sound. They can select their name cards and some can write their first names independently, forming letter shapes accurately. In the nursery, role-play and free play activities offer good opportunities for the extension of children's language skills. Staff support the children well by asking questions, making suggestions and extending the children's vocabulary. Pupils in the reception classes know that print carries meaning and they make attempts at their own writing, ranging from play writing to emergent writing where letter shapes and simple words are recognisable. Most children have good pencil control for children of their age. Children enjoy saying rhymes and short poems and staff emphasise the rhyming words. Good use is made of an appropriate selection of books to promote literacy, and children regularly choose to sit in the comfortable book areas to look at and enjoy books.

**87. Mathematics**

78. By the time children reach the age of five, attainment in mathematics is in line with expectations for children of this age. During the inspection, children were observed to be making good progress. Most children can count to ten and some children in the reception classes can count to twenty and beyond. Pupils can sort objects accurately, thread beads to match a pattern on a card, and access simple number based programs on the computer. Staff regularly use counting rhymes, number lines and number games to reinforce number recognition and value. Children in the reception classes have a clear understanding of long and short. An example of this was when a group of children compared the lengths of clay snakes they had made. Children use resources confidently and correctly; they also use toys and other everyday objects for counting and gaining a sense of number, shape, and size. All children have access to sand and water play, which helps to lay the foundation for later exploration of capacity and volume. Direct teaching of mathematics is of a good quality.

**88. Knowledge and understanding of the world**

79. By the time children reach the age of five, attainment is in line with expectations and they make good progress. Children in the nursery can talk about how changes occur when ingredients are mixed together or heated up during baking sessions. They have an understanding of simple hygiene and how to be safe when the cooker is used. They ask questions in order to aid their understanding. They talk about the weather each day and take turns to record this on a weather chart. Children in the reception classes show an interest in living things and in objects and events in the world around them. They know the daily routines and understand there are different times for daily events. They have a sound knowledge of what plants need in order to grow. This was demonstrated when they talked confidently about the bulbs growing on their investigation table. Most children could identify and name the bulb, shoot, stem, leaves and flower of the plant. They then produced a drawn record of the plant. They can use the computer keyboard and mouse satisfactorily with simple computer programs suitable for their age. Teaching in this area is generally good and the activities chosen are imaginative and interesting.

89. **Physical development**

80. Children enter the nursery with fairly good manual skills and continue to make good progress developing these skills throughout the early years. By the age of five, most children attain standards in line with expectations. Most children can use scissors, brushes and writing tools effectively. Children have access to outside play areas, which includes a wooden climbing area that is used in fine weather, and also to a selection of wheeled vehicles. They use the main school hall for physical education lessons and have access to small apparatus such as balls, beanbags and bats, and also to the larger climbing frames. Children in the reception classes are able to change for physical education and store their clothes tidily. Teachers have high expectations of children's independence.

90. **Creative development**

81. By the age of five, most children attain standards in line with expectations and pupils make good progress. In creative areas of development children are enthusiastic and keen to participate in all aspects. They have access to a range of musical resources and enjoy listening to music. They are encouraged to look closely at objects and complete observational drawings, and to consider colour as they mix paints together to create the shade they need. Most children in the reception classes can identify and name a wide variety of colours. There are opportunities for children to use their senses to appreciate and explore textures, colours and shapes in both teacher directed and free choice activities. Very good examples of children's artwork can be seen in the early years classrooms and corridors.

91. **ENGLISH, MATHEMATICS AND SCIENCE**

91. **English**

82. During the three years from 1996 to 1998, standards in reading have steadily improved and this improvement has continued for 1999. In 1999, standards in reading are above average when compared with schools nationally and well above average when compared to schools with similar characteristics. In writing, standards are average in comparison to all schools and above average when compared to schools with similar characteristics.

83. The trend in results for writing over the three years 1996 to 1998, show that since 1996, when pupils' performance was above the national average, pupils have maintained average overall standards in writing, although an above average number of pupils attained at the higher levels in 1998. Results in writing for 1999 show that the overall number of pupils attaining at the expected level is above the national average, and the number of pupils attaining at the higher level is in line with that expected nationally.

84. Inspection evidence shows that current pupils are on target to attain similar standards in reading and writing to those of 1999, by the end of this year. Pupils' attainment in speaking and listening is above that usually found for their age. Pupils' skills for speaking have improved since the previous inspection.

85. When pupils begin the programmes of study for English in the reception classes, they have made good progress in language and literacy and reached levels of attainment expected for their age.

86. Overall, pupils make good progress in speaking and listening and writing, and very good progress in reading. Those pupils with special educational needs make good progress in accordance with their previous language experiences. Children in the reception classes quickly become attentive listeners and sustain their concentration well. They begin to speak confidently in a class group and reply to teachers' questions as well as asking questions of their own. In a Year 1 shared reading session, pupils were riveted to the shared text, "We're Going on a Bear Hunt". They responded enthusiastically with answers and questions of their own. Pupils made good progress in developing their listening and questioning skills during a teacher 'in role' situation in the context of personal and social development. At the end of the key stage, pupils recall and discuss their reading with a good sense of recall of the plot and characters. Pupils develop technical vocabulary well in subjects such as science, art and music. They use words such as opaque, translucent, magnify, abstract, rhythm and technique confidently. Pupils talk to visitors spontaneously and explain their tasks well. They initiate conversations with visitors; for instance, a group of pupils in Year 2 discuss the computers they use at home.
87. The majority of pupils make very good progress in reading. Pupils enjoy reading. They share and discuss books well with each other in small groups, during guided reading sessions with their teachers and in shared whole class study groups. They read and discuss non-fiction books together to find out about the styles of different artists, and study information about the workings of the eye following a presentation based on light and colour by a visiting group of actors. From the reception class onwards, most pupils take their reading books home daily and are well supported by their parents. Pupils read from a variety of reading books, which includes reading schemes and non-fiction texts appropriate to their age and interest. Reading books are well matched to pupils' ability. They develop their sight vocabulary and learn to build words with their knowledge of sounds, which most pupils develop quickly in the reception and Year 1 classes. Pupils with special educational needs learn to consolidate their sight vocabulary and phonic knowledge well, for instance, in playing and using matching games with additional support from teachers, support staff and helpers.
88. Within the daily literacy hour, they learn the alphabet and to recognise key words, letter sounds, and names and blends of sounds to develop their reading knowledge. They learn to talk about pictures and recognise rhyme and the characters. They enjoy reading "big books", such as "A Check up with the Doctor" and "Goodnight Mr Beale" in a class group. Pupils have a good understanding of their reading and express this well orally, although they find it more difficult to express in a written form. The majority of pupils develop an enthusiastic attitude to reading. They have a wide range of favourite stories that they discuss freely. Pupils at Year 2 particularly enjoy fairy stories such as "Rapunzel". Some pupils prefer to find out information by reading non-fiction texts about dinosaurs and natural disasters. By the end of the key stage, most pupils have developed a good knowledge about books. They understand the role of the author, the illustrator and the publisher in making a book. They know how to use the information on the cover when choosing a book. The majority know how to find information in a non-fiction text with the use of the contents list and index, and some are beginning to understand the use of a glossary for finding the meaning of words.
89. Pupils make good progress in developing their writing skills. Pupils in the reception classes develop their technical skills of writing well. Most learn to control their pencils quickly and soon learn to form their letters and copy write under the teachers' writing with careful spacing of letters and words. They learn to think up their own ideas for writing from the beginning, and many develop as independent writers from Year 1 onwards with the good support of teachers and appropriate well-matched resources.

By the end of the key stage, a significant number of pupils have developed sound technical skills of writing and produce well-written news each week. They write well-organised and clear instructions in science for making an electric circuit, and comparisons with their own area and that of Biggar Village in geography. Many write sentences well with correct punctuation of full stops and capital letters. Some pupils punctuate speech correctly in their free writing. Pupils generally sequence their own and other ideas well, such as when writing about "The Swallow". By the end of Year 2, many understand the past tense and write short accounts correctly. They are well supported in organising their writing in stages and in writing with a partner. Although pupils make good progress in writing skills, until the recent introduction of additional time for extended writing, they have had limited opportunities to experience writing individual stories at length. Pupils write for a variety of reasons that include writing lists, thank you cards and replies and letters. All pupils are well supported in their writing activities, including those who are less independent writers. They match pictures with words and sentences and identify two and three letter words with the use of well prepared and thought out resources.

90. Standards of handwriting and presentation are average and spelling is generally good. Pupils use a variety of successful strategies for spelling words correctly, although many pupils in Year 1 feel less confident of their own spelling ability. Work is generally neatly presented with titles and dates in their books. Pupils learn to join groups of letters in their writing by the end of the key stage.
91. Overall, pupils' attitudes to English are very good. This has a positive effect on their learning and the good progress they make. Pupils' behaviour in lessons is very good. They show enthusiasm, contribute willingly and sensibly in discussions and sustain their concentration for extended periods of time. Pupils tidy away sensibly and briskly at the end of their activities.
92. The overall quality of teaching is good and falls within the range of satisfactory to very good. All teachers have good knowledge of the teaching of English and are very confident of their teaching during the literacy hour, particularly during the shared text and word study sessions. They organise and manage pupils well for their independent learning. Work is planned carefully to ensure that it is suitable for each pupil's needs in order to make progress. Teachers give clear instructions and explanations and check frequently that pupils have understood new work. They use their questioning skills well, and intervene skilfully and subtly to move discussions with pupils on and to achieve the learning outcomes of their lessons. Teachers mark pupils work well. They assess pupils' work frequently and use the results of this assessment to plan future work and to provide targets for pupils, which moves pupils forward in their learning. Plenary sessions are a good feature of English sessions. These are used well for pupils' to evaluate each other's work and, in doing so, their own knowledge, develop their speaking and listening skills and raise each other's self-esteem. Teachers make lessons interesting for the pupils. They choose texts well for the shared reading and word study sessions, and stimulate pupils' interest in the world around them linked to other areas of the curriculum. Teachers encourage and value the pupils' contributions to lessons and have good relationships with them. Pupils' literacy skills are developed very well across the curriculum.
93. The school plans for English directly from the National Literacy Strategy for each year group. The curriculum is balanced and covers all the areas of English. The development of pupils' speaking skills is provided for well and drama is a feature of the curriculum. From analysis of previous test results, the school has prioritised the areas of reading comprehension and writing skills for improvement. Support staff

make a good contribution to pupils' progress, particularly to that of the pupils with special educational needs. The headteacher contributes well to the teaching of the more able pupils in some classes. Leadership of English is very good. The majority of parents support their child's reading well. The current home/school reading diary is very useful in informing parents of hearing children read and provides a regular dialogue between home and school for most pupils. Resources for English are satisfactory and they are well organised. The school library and classroom reading libraries are well supplied with a variety of texts to suit the ages of the pupils.

103.

## **Mathematics**

94. In the Key Stage 1 tests from 1999, results show that whilst there was a slight dip in the percentage of pupils achieving Level 2 or above, more pupils achieved the higher levels 2b, 2a and Level 3. Standards in mathematics are very high in comparison to all schools nationally and when compared with schools with similar characteristics to South Walney Infant School. Over the period 1996 to 1999, standards have been rising steadily. Inspection evidence reveals that standards are very high and pupils of all abilities make very good progress in mathematics.
95. Standards in numeracy are very high and pupils are confident and competent in using numbers and measures. Pupils in the current Year 2 have a good understanding of the size of a number and where it fits into the number system. Most pupils understand addition and subtraction and that multiplication is repeated addition. Pupils of all abilities take pride in knowing by heart their multiplication tables for the 2 and 10 times-table. Many pupils know other more difficult times-tables. Pupils enjoy and are competent in mental calculations. In measures, shape and space pupils are accurate in estimating and measuring lengths using standard units and in recognising the appropriate equipment for such work; for example, using a metre stick and not a ruler to measure part of the classroom.
96. Pupils make very good progress in nearly all aspects of mathematics. From reception classes through to Year 2, pupils are encouraged to count, recognise patterns in number sequences and, as they get older, recognise properties of numbers such as odd and even. Emphasis is given to applying knowledge learned and solving problems often involving 'real-life' money or measures. This ensures that pupils are competent and confident in their mathematical work. Progress in the recording of mathematics is satisfactory. As pupils progress to working with larger numbers, they use more sophisticated methods to solve problems. One higher attaining pupil was observed looking at number patterns in a one hundred number square. As an extension activity, he was asked to go beyond 100 and find other numbers in the sequence. At this stage it became difficult to hold the pattern in his head without the benefit of pencil and paper. In some classes, good use is made of explaining, discussing and comparing part written and part mental methods. However, this use of informal jottings and recording calculations is not used consistently or progressively throughout the school.
97. Pupils' attitudes to mathematics are very good. Pupils are fascinated by number and most enjoy the challenges set by the teachers. Behaviour in lessons is always very good. Pupils work well together and are rarely off task. The quality of talk during practical activities is outstanding. Pupils discuss their findings with confidence and use appropriate mathematical vocabulary. Pupils value each other's contributions and learn from one another. Pupils take great pride in their work and are keen to ensure that their presentation of work is of a high standard.

98. The quality of teaching is good overall, with a significant amount of very good teaching. The best teaching takes account of what learning has gone before and activities planned are purposeful and relevant to learning. In these lessons, teachers have a good subject knowledge and are enthusiastic about mathematics. They instil a fascination for number in their pupils. Oral work and mental calculation are taught well in all classes. Teachers are effective in their questioning skills and in directing questions for pupils of all abilities. In all classes, there is a significant amount of direct teaching. In the most effective lessons, this is coupled with the teacher picking up pupils' misconceptions very quickly and dealing with them on an individual or group basis. Plenary sessions are generally effective in sorting out misconceptions and recognising progress. One teacher was very effective in leading a plenary in which pupils identified the need for consolidation of mental calculations involving taking away nine or eleven from a given number.
99. The school has recently introduced setted groups, where pupils are grouped according to previous attainment and the headteacher is employed as an additional teacher. This arrangement is very effective in ensuring pupils receive appropriate challenge or support in their work. Pupils in the higher attaining group in Year 1 were involved in some high level mathematical work which inspired them to persevere with the challenge. Pupils were given a 20cm strip of paper and asked to make a similar strip using smaller, unknown lengths. They were then asked to calculate the length of the smaller strips without using a ruler.
100. The numeracy framework has been implemented successfully throughout the school, the effects of which are being closely monitored by the mathematics co-ordinator. Whilst the framework is implemented in full, there is an imbalance in the practical and recorded work, with insufficient opportunities for using informal jottings to support calculations.
101. Resources for the subject are very good. Each classroom is well stocked with a wide range of good quality resources. These are organised well and accessible to all pupils. Pupils of all abilities use resources effectively and appropriately.
102. The subject is very well managed by a confident and competent co-ordinator. Data from tests is analysed and evaluated in order to measure effectiveness. Pupils' work and teaching approaches are monitored as and when appropriate.

112.

## 112. **Science**

103. Standards have improved, and teacher assessments for 1999 show that standards are well above average. Inspection evidence suggests that the current Year 2 pupils are on target to achieve similar standards.
104. Pupils in Year 2 have a good level of knowledge across all attainment targets. They are able to demonstrate a good understanding of their current work about electricity. They know how and why electricity is used, and can name a wide range of equipment which needs electricity in order to work. They know that batteries store electricity and are of differing sizes. They can make an electric circuit and explain how it works using the correct scientific terminology. Pupils know that electricity can be a source of light and a source of heat and can record their investigations using drawings, tables and bar charts to present their results. However, there was little evidence of the use of information technology to support children's learning in this subject.



105. Pupils in Year 1 talk about the differences between things that are living and things that have never been alive. They can name the main external parts of the human body and know that humans need food and water to stay alive. Pupils in the reception classes know that plants need light and water to grow. They worked in small groups to carefully observe the bulbs growing on their science table, and recorded how they grew by drawing a diagram. Most pupils can recognise and name the root, shoot, stem, leaf and flower of a flowering plant.
106. Overall, pupils make good progress in all aspects of their science work throughout Key Stage 1. Pupils with special educational needs make good progress and are well supported by classroom assistants.
107. Pupils' attitudes are good and they enjoy carrying out practical investigations. They listen attentively and are well behaved, showing interest in their lessons and concentration on their work. They work well in pairs and in small groups, co-operating and sharing ideas. This has a positive effect upon consolidating children's understanding.
108. The quality of teaching is good. Teachers' planning is good and identifies clear learning intentions. Teachers have good subject knowledge and this is used to good effect. Assessments are accurate and well used to inform future planning.
109. The subject is managed by a member of the senior management team who is a maths/science specialist. The subject co-ordinator monitors all teachers' planning to ensure appropriate coverage of the National Curriculum Attainment Targets and to monitor progression. Much of the work is built into the topic approach used throughout the school. The co-ordinator meets with the link governor in order to share an overview of the subject, and attends relevant courses in order to update colleagues with current science related issues. Staff are currently reviewing the school's policy for science, and are considering the scheme of work produced by the Qualifications and Curriculum Authority. Resources are sufficient and are of a good quality.

119.

## **Information**

### **Technology**

110. Standards of attainment in information technology are in line with national expectations and pupils of all abilities make satisfactory progress. At the last inspection, it was reported that tasks set in information technology do not always challenge the higher attaining pupils. This is still the case for the older pupils in the school.
111. Pupils in reception are confident users of information technology. Many use a mouse competently to make choices on the display screen. As they progress through Key Stage 1, pupils continue to develop their skills to control devices and they become increasingly confident and independent in using information technology. Most pupils become fluent in basic operations such as using the keyboard and mouse. In Year 1, pupils are taught how to use menus to access spelling activities. By Year 2, most pupils know how to control a tape recorder as they listen to stories and rewind to start the process again. Progress in the use of graphics, control and modelling and word processing skills is satisfactory overall, although the rate of progress is inconsistent and skills are not always developed progressively. Handling information is under-developed. There is no evidence of pupils communicating their ideas in tables or

graphs. Progress in this strand of information technology is unsatisfactory.

112. Pupils enjoy their computer activities and have good levels of confidence. They co-operate well, giving advice and support to each other. They show good concentration, working for long periods of time without teacher support. They treat equipment with care.
113. There was insufficient teaching seen of information technology for a judgement to be made about the quality of teaching. Planning is satisfactory in most aspects with the exception of handling data, which is under-represented in the curriculum. Software is appropriately organised so that pupils experience more difficult work as they progress through the school. Teachers select appropriate software to support learning often in literacy and numeracy. Although whole class direct teaching does occur, teaching is mostly carried out as and when the need arises when individuals or pairs of pupils are working on the computer.
114. The co-ordinator has a good understanding of what needs to be done in order to improve standards. Governors and school management recognise information technology as an area for improvement. A subject development plan is in place. This plan identifies appropriate priorities and makes good use of recent initiatives, such as the National Grid for Learning (NGfL), to support the development of the subject throughout the school.
115. Resources for learning are adequate. The co-ordinator has identified gaps in resources and is currently seeking expert advice on resource issues.

125.

### **Religious Education**

116. Standards of attainment are above the expectations of the locally agreed syllabus and all pupils make very good progress. Religious education makes a significant contribution to pupils' spiritual development. Pupils learn effectively about religion, but the strength of the programme is in how pupils learn about themselves from religion.
117. Pupils are encouraged, from the reception class, to reflect on their own thoughts, feelings, relationships, beliefs and values during circle time, which is dedicated to spiritual development. This time for spiritual development is given high priority by teachers and pupils alike. Candles are lit, music is played and pupils are encouraged to share their thoughts and feelings. Issues are sensitively handled and pupils show others that they are valued and what they say is listened to carefully.
118. By the time pupils are seven, they have a good understanding of religious traditions and ceremonies. They talk confidently about baptism and marriage and many pupils understand the symbols associated with such events. Pupils make very good progress in their learning from religion. In listening to stories from the bible or from other holy books, they recognise good and bad examples set by characters in stories, and some older pupils try to make sense of what the messages mean to their lives. Good quality experiences in circle time ensure that pupils appreciate the value of stillness and reflection and they recognise that, at times, some questions in life are difficult to answer.
119. The quality of teaching is good. Religious education is seen as an important and interesting area of study. Stories are well chosen and lessons well planned from the syllabus. In one lesson seen, the pupils came into the classroom after playtime and

the teacher had created a very atmospheric classroom with candles and incense burning and a beautiful golden cloth covering something special. Pupils sat quietly with great anticipation of what the lesson might be about. Pupils were invited to play chimes one at a time and then suggest what might be under the very special cloth. There was a real sense of awe and wonder. Eventually, a golden Buddha was revealed and the teacher told the story of "The Promise". At the end of the story, the teacher was very effective in leading a discussion which involved pupils making links with their own experiences. Throughout the session, very good use is made of silences to encourage reflection.

120. Pupils' attitudes to religious education are very good. Pupils listen well and give considered responses to questions asked by the teacher and other pupils. Through their work in religious education and circle time, pupils develop self-respect and respect for others. In their discussion of sensitive issues such as feelings, they show others they are valued by listening carefully and sometimes offering physical support, such as holding hands or putting an arm around someone.
121. The syllabus is used well by all teachers. Staff development work on improving spiritual development has been highly effective. Visits to places of worship, visitors and artefacts are used well to support learning. As yet, there are no formal assessment procedures. However, in one lesson observed, the teacher set a task which was very effective in assessing learning gains.
122. The subject is well managed by a co-ordinator who has a very good understanding of how learning experiences can be related to both attainment targets in the programme of study for Key Stage 1.
123. Resources are very good. There is a good range of high quality artefacts and natural items, such as feathers and pebbles, as well as incense, candles and oils to encourage pupils to engage their senses of touch, sight and smell.

133.

### **Art**

124. Standards of achievement in art were reported to be high in the previous inspection and have remained so. Art is a very high profile subject in the school. All pupils, including those with special educational needs, make good progress in art throughout the school, and by the end of the key stage, attain at a higher level than is usually found for pupils of this age. Pupils' work indicates a good awareness of colour, tones, shape and form. It is enhanced by a high level of display, and displays are used well as teaching aids.
125. Pupils develop their observational skills from the beginning in the reception classes to an impressive standard by the end of their time in the school. Pupils work with careful detail in their drawings of objects from the past, such as teapots and clocks. They use and choose carefully from a wide range of drawing pencils to obtain the effects they want for shading, tone and pattern. They practise and refine their drawing skills by observing a variety of natural subjects, such as a Bonsai plants and starfish. They use watercolours thoughtfully to paint plants and flowers, such as irises, rose hips and large daisies. They develop good control of their brushstrokes and learn to choose brushes of varying sizes to obtain their desired effects. They discuss their work with others and before the class confidently. They explain the best ways they have found to achieve good results and have a good understanding of styles of painting by different artists. A Year 1 pupil commented, for instance, when looking at a painting by

Kandinsky, that it was similar to that of Robert Delauney's abstract painting that the class had discussed previously. He went on to observe the movement in the painting. Pupils produce paintings to a consistently high standard in the style of different artists such as Monet, Klee, Picasso and Turner. They use paint and colour in a variety of exciting ways. They develop a good understanding of mixing colours and choose them well to arrive at the required shade, for instance, when painting seascapes. They use a range of techniques and paints, such as oil pastels, thick paint applied with wooden spatulas, and sponges. Pupils develop their art skills in a variety of media. They explore colour and different textures in their use of collage. They use many different materials, some smooth and soft others sharp and springy. They use shiny, vibrant colours and natural objects. They examine photographs of stained glass windows and produce their own successful designs in colours and tones used by Monet. Pupils have worked on weavings, learning and understanding the process of warp and weft on a tapestry frame loom. They work together to produce some rich and dazzling weavings.

126. Pupils' attitudes to art are consistently good and often very good. They work with complete absorption and concentration on their tasks. They are very enthusiastic about their work. They co-operate together well, advising each other, helping and sharing their tools and ideas. They listen carefully to their teachers and take a pride in their finished work, showing pleasure in sharing their work with their classes and with visitors.
127. The overall quality of teaching is good. It ranged from satisfactory to good in the four lessons seen. Teachers and support assistants selected resources for pupils to choose from and prepared rooms carefully before each lesson. Teachers are enthusiastic, confident and knowledgeable about the subject. Pupils are organised and directed well. They use skilled questioning, give clear explanations of skills and have good relationships with their pupils. Teachers encourage pupils to explore their own ideas and make good progress and improve techniques.
128. Leadership of the subject is very good. The co-ordinator supports teachers well and monitors the art curriculum. The school has produced a policy and detailed guidelines for skill development and teaching techniques in art. Art has recently been the focus of the school development plan and staff have received a range of In-service training, which has had a good impact on the curriculum and the learning environment for the pupils. The school makes good cross-curricular links particularly with science, design technology and history. Resources in art are of a high standard and they are used to good effect by both pupils and staff.

138.

### **Design & Technology**

129. Too few lessons were seen for a judgement to be made about the quality of teaching. Judgements about attainment and progress are based on scrutiny of pupils' work, and discussion with pupils.
130. Pupils make satisfactory progress across the school and standards of attainment are in line with expectations for pupils at Key Stage 1.
131. Pupils have very positive attitudes and are keen to participate in activities, with all pupils having equal access to the curriculum. Pupils in Year 2 were working on a number of projects, including a group project to build a robot which was linked to science work involving parts which 'lit up'. Other pupils were making smaller, individual

robots and were wrestling with solving problems of 'fixing' and 'attaching'. Other work examined included technology skills to make animal heads, food technology work, and work with construction sets. Although pupils produce work of a satisfactory standard appropriate to their ability, there are limited opportunities for pupils to plan and evaluate their work and so offer suggestions for development or improvement. Generally, a record is kept by photographing the pupil and piece of work together. Good use is made of displays to record 'process', particularly relating to work in food technology. Resources to support the teaching of this subject are good.

132. The curriculum co-ordinator has been in post since September this year, and is in the process of reviewing the policy and carrying out a curriculum audit. The Qualifications and Curriculum Authority guidelines are currently being evaluated and it is proposed that these will be adopted throughout the school. The co-ordinator monitors the curriculum by receiving copies of teachers' planning, which is generally topic based, and through informal discussions with colleagues and visits to classes. Although there has been no recent in-service training for staff, this has been identified by the co-ordinator to be addressed in the coming year.

142.

### **Geography**

133. Pupils attain standards expected for pupils of this age. Pupils make good progress in their understanding of place and geographical skills. By the age of seven, most pupils can describe the main features of the local area around the school using appropriate geographical vocabulary, such as town, village, river, island, factory and hill. They respond well to questions by making simple observations about local features and reasons why they should be found there. Most older pupils are able to use aerial photographs to explain why Walney is an island.
134. Pupils' attitudes to geography are good. Pupils are interested in their locality and want to find out more. Teachers observed teaching geography had good local knowledge and this fascinated many pupils. Pupils were excited and enthusiastic when asked to identify local buildings from a set of photographs.
135. The quality of teaching is good overall. Teaching is well planned and good use is made of the local environment to support learning. Assessments are very well planned and integrated into units of work. At the end of Year 2, pupils undertake a field study at Biggar Village. Assessment information obtained from this activity is of a high standard.
136. Resources for learning are good and are well used by teachers and pupils. Subject management is good. The co-ordinator has a good overview of work throughout the school and she is effective in supporting teachers in their planning and approaches to teaching.

146.

### **History**

137. Too few lessons were seen for a judgement to be made about the overall quality of teaching. Judgements about attainment and progress are based on the lesson seen, scrutiny of work, and discussion with pupils.
138. Pupils make good progress across the school and standards of attainment are as expected for pupils of this age.

139. Pupils have very good attitudes and are interested and keen to participate in history lessons. A class of Year 2 pupils was finding out about the Great Fire of London by questioning their teacher, who was 'in role' as Samuel Pepys. This was a most effective teaching strategy which enabled pupils to consolidate their knowledge and learning. This work was then linked to the English curriculum when children were asked to produce pieces of extended writing or give a written response to questions based upon the session.
140. The co-ordinator has been in post for a number of years, and has very good subject knowledge. An impressive collection of artefacts has been assembled in order to support the teaching of the curriculum, particularly aspects of local history. Many of these are permanently displayed in the school library in an attractive and informative manner. Good use is made of visitors to the school. An example of this was when a vintage car was brought to the school for the children to study and make comparisons. These visits are well recorded with photographic and written evidence. Pupils visit the locality in order to find out and compare how it has changed over time. Some pupils had made detailed recordings of the local housing, noting the differences in such things as gable ends, and the type of house allocated to different types of workers. The co-ordinator has begun a school portfolio to record the collective work of pupils in the school.
141. The co-ordinator ensures that this subject continues to have a high profile and supports other staff, enabling them to be confident in teaching the subject. A policy for history is in place, and the co-ordinator is currently examining the Qualifications and Curriculum Authority guidelines in order to feed back to colleagues so that a decision can be made regarding the adoption of the scheme of work throughout the school.

151.

### **Music**

142. Standards of attainment in music are similar to those reported in the last inspection. By the end of the key stage, pupils at Year 2 achieve the standards expected for their age. All pupils, including those with special educational needs make satisfactory progress in lessons in performing and composing, listening and appraising. There was insufficient evidence to make judgements about the quality of teaching overall although of the few lessons seen, all were satisfactory or better. There was a limited range of evidence from other sources. All teachers are confident in teaching music, planning for music and several teachers play musical instruments. They are well supported by the co-ordinator.
143. Pupils remember well what they have learned previously, consolidate their understanding and reinforce and extend their skills. Singing skills are satisfactory throughout the school. From the beginning, pupils learn and memorise a range of melodies and words and sing tunefully. They add actions and control and alter their voices well to suit the mood of different types of songs. At the end of the key stage, Year 2 pupils develop their understanding of rhythm. They extend this into recognising and reading simple notation for rhythm patterns. Pupils maintain a beat well by adding body sounds to their singing. They recognise the difference between beat and rhythm and are able to tap out each separately with accuracy. Pupils sustain a round in two parts. A Year 2 class made good progress in building up a composition of instrumental sounds with a focus on the mood of texture of the instruments. It was impressive because it involved the whole class in concentrating, listening very carefully to each other and playing a range of instruments of their choice with control and dexterity.

Pupils listen to music in assemblies and religious education lessons and appreciate and appraise how it makes them feel. Music contributes well to the quality of movement lessons in physical education, and gives pupils the opportunity to perform and respond to the mood and changes in character of different types of music, for instance, in moving to slow and fast music with scarves and around a parachute.

144. Pupils show a good response to their music lessons and clearly enjoy them. In large and small groups they concentrate and practise well, striving to improve their performances. They sing enthusiastically when appropriate, for instance, during choruses, but adjust their singing to match the purpose of the songs when required. Pupils' behaviour in music lessons is very good. They assist each other and treat instruments with respect. They keep their instruments quiet when listening to instructions from the teacher. Music makes a good contribution to pupils' cultural development. They listen to music from different cultures, such as Peruvian pan pipe music and the "Jazz Suite" by Dmitry Shostakovich, as well as to that by a variety of well known western composers, such as "The Planets" by Gustav Holst.
145. Teachers plan directly from the National Curriculum programmes of study for music and they are assisted in their planning by the music co-ordinator. The music curriculum is balanced and enables pupils to progress. The school has no school scheme of work, but teachers use a commercial scheme to support their music teaching knowledge and activities. Systematic assessments for music are well planned. The subject is managed well by the co-ordinator and the headteacher provides good support in the school for music. Resources for music are wide ranging and of good quality. They are well organised for use by all classes. Pupils regularly perform for their parents and families and other groups in the community.

155.

### **Physical Education**

146. Pupils throughout the school, including those with special educational needs, make steady progress in developing their knowledge and understanding of physical education. Pupils attain standards expected for pupils of their age.
147. The emphasis of lessons during the inspection was on dance and gymnastics activities. No lessons were observed in games.
148. Pupils make satisfactory progress in their gymnastics activities. They make good and at times very good progress in their dance and movement actions and in developing their response to music and the exploration of moods through dance.
149. In gymnastics, pupils know the importance of warming up the body before exercising. They learn to move quickly and stop on command from the teacher. They make sound progress in travelling in different ways and directions. They slide, roll, and use their hands and knees. They hold a balance in a curled up position without support by hugging their knees, and in stretched positions. They perform these actions travelling over mats, benches, trestles and climbing apparatus. They learn to link them together smoothly with the use of music. Pupils jump from benches and land correctly with their knees bent. They practise their movement skills well to improve and strive to improve their actions. Some pupils demonstrate their work to a high standard. In dance, they understand that different moods are interpreted and improved by moving in different directions and speeds at different levels. When working in the context of a theme on Winter Weather, they practise and perfect their shivering and shaking movements, contrasting them with stillness and flowing wind movements. They move well twisting

and turning their movements with a good sense of control. They link their movements together well as a sequence using expression. Most pupils develop a strong body awareness. In another lesson, pupils demonstrated their movement skills well with the use of scarves and work together as partners sensibly. As a class, they co-operate very successfully in controlling a parachute as the climax to their movement lesson.

150. Pupils respond very well to teachers' directions and suggestions for improvement. They display very good listening and concentration skills in their physical education lessons, which aids their progress in their learning. They demonstrate willingly and make simple judgements on each other's work. Pupils enjoy their lessons. They change quickly and promptly at the beginning and end of lessons and have regard to safety when they are working. They help to put out and tidy away small apparatus sensibly. They follow and understand the school rules well for physical education as regards dress and the need to remove jewellery.
151. The overall quality of teaching in physical education is satisfactory, although one outstanding lesson was seen. Teachers are confident and have secure knowledge of the subject. Teachers have high expectations of pupils' behaviour. They set challenging tasks which develop pupils' skills well and motivates them to improve. The best lessons have a good pace and teachers communicate their ideas to the pupils well with the use of expressive vocabulary. These lessons have detailed planning which builds clearly on previous lessons and emphasises what the pupils are expected to learn and do. In some lessons, the pace is slowed when apparatus is put out and not all teachers dress appropriately for physical education lessons. Teachers emphasise safety aspects appropriately during lessons and motivate pupils well with encouragement and praise.
152. The physical education programme is broad, balanced and well managed by an enthusiastic co-ordinator. A good comprehensive policy and scheme of work supports teachers well for all areas of physical education. It ensures that lessons build on pupils' previous learning. Assessment of each pupil's attainment is on an ongoing and regular basis. Resources are good and well organised. The curriculum is enriched by visits from dancers who have recently provided a workshop for staff and pupils. Extra-curricular dance classes have been run by parents in the past but are suspended at the moment.



162.

**PART C:**

**INSPECTION DATA**

**162. SUMMARY OF INSPECTION EVIDENCE**

153. The inspection was carried out by a team of 4 inspectors. During the inspection all, or part, of 54 lessons were inspected, and a total of over 48 hours spent in classes, in discussion with pupils and teachers and in evaluating work. A range of assemblies and registration sessions were also inspected.
154. Inspectors looked at the work of a wide range of pupils, including a sample of three pupils from each class. Informal discussions were held with many pupils and a sample was heard reading.
155. Planned discussions were held with the headteacher, other teachers and governors. Informal discussions were also held with members of the non-teaching staff.
156. A wide range of documentation provided by the school was analysed before and during the inspection.
157. Twenty-one parents attended a meeting with the Registered Inspector to give their views on the school. The inspection team considered the 59 responses to a questionnaire sent to parents about the school, and the additional comments sent by some parents. Informal discussions were held with individual parents during the inspection.

167. **DATA AND INDICATORS**

167. **168. Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	178	1	49	30

167. **Teachers and classes**

167. **169. Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	22.5

167. **170. Education support staff (YR – Y2)**

Total number of education support staff:	5
Total aggregate hours worked each week:	81

167.	Average class size:	25.7
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167.

**171. Financial data**

Financial year:	1998 - 1999
	£
Total Income	334,753
Total Expenditure	333,278
Expenditure per pupil	1,763
Balance brought forward from previous year	29,544
Balance carried forward to next year	31,019

167. 172.  
SURVEY

PARENTAL

Number of questionnaires sent out: 160  
Number of questionnaires returned: 59

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37.3	59.3	1.7	1.7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42.4	55.9	0	1.7	0
The school handles complaints from parents well	16.7	61.1	18.5	3.7	0
The school gives me a clear understanding of what is taught	25.4	71.2	0	1.7	1.7
The school keeps me well informed about my child(ren)'s progress	31	60.3	5.2	1.7	1.7
The school enables my child(ren) to achieve a good standard of work	34.5	60.3	5.2	0	0
The school encourages children to get involved in more than just their daily lessons	19.6	50	25	5.4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27.6	67.2	0	5.2	0
The school's values and attitudes have a positive effect on my child(ren)	41.4	56.9	1.7	0	0
The school achieves high standards of good behaviour	31.6	56.1	12.3	0	0
My child(ren) like(s) school	55.9	39	3.4	3.4	1.7