

# INSPECTION REPORT

## **OSSETT DIMPLEWELL INFANT SCHOOL**

Ossett

LEA area: Wakefield

Unique reference number: 108171

Headteacher: Mrs A M Dobson

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 13<sup>th</sup> - 16<sup>th</sup> March 2000

Inspection number: 190342

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Healey Road Ossett West Yorkshire
Postcode:	WF5 8LB
Telephone number:	(01924) 303035
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Kellie
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A J Dobell	Registered inspector	Mathematics Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr B Eyre	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Mrs E M D Mackie	Team inspector	Special educational needs Under fives English Information and communications technology Art	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
Mr N Pinkney	Team inspector	Science Design and technology Geography History Religious education	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12 - 14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>14 - 15</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>15 - 16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18 - 21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>22 - 35</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Number of full time pupils	121 (small)
Pupils with English as an additional language	1% (low)
Pupils entitled to free school meals	7.5% (below average)
Pupils on the register of special educational needs	5.8% (below average)
Average class size	30

Dimplewell Infants School serves a mix of privately owned and council housing in the southern part of Ossett in the Wakefield Local Education Authority. The majority of pupils come from the immediate locality, but a small number of parents from outside the catchment area choose this school for their children. The attainment of pupils is slightly above the national average when they enter the school.

There are 137 pupils on the school's roll between the ages of four and seven. Of these, 32 children are attending the early years unit on a part time basis. Some seven and a half per cent of pupils are eligible for free school meals and this is below the national average for schools of this type. Seven pupils are on the school's register of special educational needs and, at just under six per cent of the school's roll, this is below the national average. One of these pupils has a statement of special educational needs which, again, at under one per cent, is below the national average.

Children are admitted to the school in the term after their fourth birthday on a part time basis. The normal pattern is for them to attend initially in the afternoon; after their first term, they attend in the mornings and, in their third term in the school, they become full time. There are currently 32 children under the age of five in the school. The school's admission number is 46 pupils per year and this means that two of the classes are of mixed age groups - a Reception and Year 1 class and a Year 1 and Year 2 class.

### **HOW GOOD THE SCHOOL IS**

The school's results in the National Curriculum tests in 1999 were well above the national average in reading and above the national average in writing and mathematics. In comparison with schools drawing their pupils from similar backgrounds, the school's pupils were above average in reading and broadly in line with the average in writing and mathematics.

The quality of teaching in the school is very good overall. There are many examples of imaginatively planned lessons which stimulate pupils' interest and enjoyment. Pupils make good progress in their learning throughout the school. The response of pupils to lessons is very good: they behave very well in and out of lessons and are polite and courteous to each other, to adults in the school and to visitors. Their personal development is very good and is supported by excellent systems for assessing their attainment and the progress that they make in their learning.

The headteacher and her deputy, well supported by the governing body, provide very good leadership and management. All adults in the school give the headteacher excellent support in her determination to drive up standards of attainment. Parents are very appreciative of the headteacher's leadership and, overall, are very supportive of the school. The care and welfare of pupils are given a high priority and the school tries hard to make all pupils feel secure and valued. The school's aims are reflected throughout its work. All resources, including staff, accommodation and learning resources, are used well and the school makes good efforts to get the best value from its expenditure. Overall, the school is very effective in the service it offers to its pupils and gives very good value for money.

### What the school does well

- The quality of teaching is very good overall: teaching is a strength of the school.
- Standards of attainment are good throughout the school.
- Pupils' attitudes, behaviour and personal development are very good.
- Relationships are excellent throughout the school.
- The quality of learning opportunities is very good.
- Procedures for promoting pupils' personal development, including their spiritual, moral, social and cultural development, are very good overall.
- Procedures for assessing pupils' attainment and promoting their further progress are excellent.
- Parents are very supportive of the school.
- The leadership and management of the headteacher, her deputy and other staff are very good: she is well supported by the governing body.

### What could be improved

- Pupils have insufficient structured opportunities to exercise initiative in planning, organising and presenting their own work.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and, since then, its rate of improvement has been good. It has developed excellent assessment and recording procedures and is ahead of many schools of this type in the way in which the progress of individual pupils of all abilities is promoted. Staff are skilled in their use of questioning to make pupils think through their ideas. The introduction of the maths games library has improved pupils' opportunities to practise their mathematics in realistic situations. The quality of teaching has improved further. Teachers skilfully plan cross-curricular links for their lessons so that pupils are able to reinforce their learning in one subject in their work in another, for example by practising imaginative writing in history, or graph work in science and geography. The quality and range of learning resources has been improved, not least, as a result of the successful introduction of the National Strategies for Literacy and Numeracy.

## STANDARDS

The table shows the standards achieved by seven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	B	well above average    A above average        B average                 C below average         D well below average    E
Writing	A	A	B	C	
Mathematics	C	B	B	C	

In reading in 1999, the proportion of the school's pupils reaching the nationally expected standard of Level 2 was well above the national average; the proportion attaining the higher Level 3 was also well above the national average. In writing, the proportion of the school's pupils attaining the national expectation of level 2 was close to the national average but, again, the proportion attaining the higher level 3 was well above the national average. In mathematics, all the school's pupils attained at least level 2, which is very high in comparison with the national average. The proportion reaching level 3 was above the national average. Boys outperformed girls in each subject, markedly so in writing.

In the other subjects of the curriculum, attainment by the age of seven is better than that normally found in schools of this type in science, information and communications technology, design and

technology, history, music, physical education and religious education and well above that normally found in art and geography.

Pupils with special educational needs make good progress in relation to the targets set for them. Most children under five exceed the nationally agreed desirable learning outcomes by the time they begin their work on the National Curriculum.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very good attitudes to school. Most pupils are eager to come to school and to play a full part in lessons.
Behaviour, in and out of classrooms	Pupils behave very well both in and out of class.
Personal development and relationships	Relationships between pupils and between pupils and adults, are excellent. Adults throughout the school work hard to foster pupils' personal development.
Attendance	Attendance is slightly better than the national average.

The high quality of relationships throughout the school strongly promotes pupils' self-confidence. Pupils are courteous and friendly, responsive and responsible. Pupils are eager to learn and enjoy their work. There have been no exclusions from the school.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very good	Good overall	N/A

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

The quality of teaching is very good overall. In half the lessons observed during the inspection, the quality of teaching was very good: in the rest it was good apart from one lesson which was satisfactory. Teachers have a very secure knowledge and understanding of their subjects and of the needs of different groups of pupils including those with special educational needs, those under the age of five and those who are gifted and talented.

Lesson planning is very good and teaching and learning have an impressive unity of purpose. This is rooted in a development of 'awe and wonder' or spirituality, in which pupils are provided with interesting and stimulating learning experiences in subjects across the curriculum. These experiences encourage pupils to relate their learning to their own lives and to their environment, both locally and in the wider world. This helps to develop their excellent relationships in the school and their concern for others, both in and out of the school. This 'wholeness' in teaching and learning is made possible because all adults in the school provide very good role models for their pupils.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
---------------	----------------



The quality and range of the curriculum	The quality and range of learning opportunities are very good. All subjects of the National Curriculum are given appropriate emphasis and the basic skills of literacy, numeracy and information and communications technology are well taught.
Provision for pupils with special educational needs	Pupils with special educational needs are very well provided for and make good progress in their learning.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Spiritual, moral and social development contribute very well to the personal development of individual pupils and cultural development makes a good contribution.
How well the school cares for its pupils	Support for pupils' academic and personal progress is very good overall. Pupils receive a very high standard of care in the school.

The school meets all statutory requirements in the way it delivers the National Curriculum and religious education. The weakness in the curricular provision is that pupils' work is tightly structured so that they have insufficient opportunities to plan their own work and develop skills as independent learners.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by her deputy, provides very good leadership and management. Curriculum leadership is effective. The school has an excellent shared commitment to improvement: at the same time, there is very good provision for pupils' welfare.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors have a commitment to the school and its aims. There is a clear, shared vision for the future. The governors' management of finance is effective.
The school's evaluation of its performance	The school's evaluation of its performance against national and local standards is very good. The school has a good appreciation of its strengths and weaknesses and uses this information very well to determine priorities for further development.
The strategic use of resources	The school makes very good use of its staff, accommodation and learning resources. Teachers are particularly skilled at getting maximum benefit from the school's stock of somewhat out-dated computers.

Leadership and management are a major strength of the school. The headteacher's clear-sightedness and determination are the central factors in the improvements that the school has made since the last inspection. Governors are well informed and keep a watchful eye on developments. The school makes good efforts to ensure that its expenditure is cost-effective. It is particularly successful in monitoring and evaluating the effectiveness of its many initiatives.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ Good attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 25 per cent of parents who responded to the</li> </ul>

<ul style="list-style-type: none"> <li>▪ Behaviour is good.</li> <li>▪ Children get the right amount of homework.</li> <li>▪ Teaching is good.</li> <li>▪ The school is approachable.</li> <li>▪ Children work hard and do their best.</li> <li>▪ The school is well led and managed.</li> <li>▪ Children become mature and responsible.</li> <li>▪ Children enjoy school.</li> </ul>	<p>questionnaire are concerned that they are not well informed about progress.</p> <ul style="list-style-type: none"> <li>▪ 12 per cent of these parents disagree that the school works closely with parents.</li> <li>▪ 27 per cent of these parents disagree that there are sufficient activities outside lessons.</li> <li>▪ Some written comments contrasted unfavourably their children's good experiences in the early years with their experiences at the end of Key Stage 1.</li> </ul>
---	---

Overall, parents are very supportive of the school and the inspection supports their positive views. With regard to areas for improvement:

- the school is at least as good as other schools of this type in the way that parents are informed about their children's progress;
- the school has devised a number of ways of working with parents which appear to be effective: it has an 'open door' policy and many examples of informal discussion between parents and teachers were observed during the inspection;
- few infant schools have a wide range of activities outside lessons;
- the inspection found that children at the upper end of Key Stage 1 worked with the same commitment and enjoyment as younger children and appeared just as confident and comfortable in their lessons.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the National Curriculum tests at the end of Key Stage 1 in 1999, 98 per cent of the school's pupils attained at least the national expectation of level 2 in reading, compared with 82 per cent nationally. The higher level 3 was attained by 45 per cent of the school's pupils, compared with 29 per cent nationally. This means that the school's pupils' results were well above the national average at both levels. In each year since the last inspection in 1996, the school has attained standards in reading which have been comfortably above the national average.
2. In writing in 1999, 88 per cent of the school's pupils attained at least level 2 compared with 83 per cent nationally and 14 per cent attained level 3 compared with 8 per cent nationally. For level 2 at least, the school's results were close to the national average but, for level 3, the school's pupils attained at a level well above the national average. Since the last inspection, results in the National Curriculum tests in writing have been a little erratic but, in each year, have been above the national average.
3. In mathematics, 100 per cent of the school's pupils attained at least level 2 compared with 87 per cent nationally and 24 per cent attained level 3 compared with 21 per cent nationally. The school's results for level 2 and above were very high in comparison with the national average while, at level 3, the school's results were above the national average. Again, results in mathematics have varied since 1996, but have been well above the national average in most years.
4. In the years 1996 to 1999, boys have outperformed girls in reading, writing and mathematics in the National Curriculum tests. In 1999, seven-year-old boys were about two terms ahead of the national average in reading and writing and one term ahead in mathematics when they left the school. Girls were just over one term ahead in reading, only fractionally ahead in writing and about half a term ahead in mathematics. However, the inspection found no evidence to suggest that there was any significance in these findings.
5. The attainment of most children under the age of five exceeds the nationally agreed desirable learning outcomes by the time they are of statutory school age. In personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development, children gain good levels of knowledge, skills and understanding. They have a secure basis on which to begin their work on the National Curriculum.
6. Pupils with special educational needs make good progress in their learning and attain standards in line with their ability. Early diagnosis of need is followed promptly by appropriate assessment and regular and systematic help. Pupils benefit well from the very effective provision of appropriate teaching programmes and well organised adult support.
7. Since the last inspection, the school has successfully introduced the National Strategies for Literacy and Numeracy. These are having a positive impact on attainment. Pupils are benefiting from the systematic lesson structures which these initiatives offer and their clear enjoyment of, for example, the big book element of literacy lessons and the mental mathematics sessions in numeracy is enhancing attainment levels. Pupils have good opportunities to practise speaking and listening in all subjects and reading throughout the curriculum. Writing is effectively developed in subjects such as history and religious education and mathematical skills are reinforced in science, design and technology and geography.
8. Attainment in science, information and communications technology, design and technology, history, music and physical education is ahead of that which is normally found at the end of Key Stage 1. In religious education, attainment is better than that normally found for pupils following the locally agreed syllabus. In art and geography, standards of attainment are well ahead of

those normally found for pupils of this age.

9. Overall, the school's rate of improvement in attainment since the last inspection has been good.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to all aspects of school life are very good and they respond very well to the school's expectations.
11. Pupils enjoy coming to school and routines at the start of the day are enjoyable occasions, with parents, teachers and children socialising easily with each other. An aura of trust and mutual confidence ensures a good start to the day. In lessons, pupils work well together and listen to their teacher and to each other carefully and politely. They respond particularly well to lively teaching. There is an obvious pride in the good quality of work produced in the majority of lessons and pupils are happy to discuss their work and to learn from their mistakes. They learn that it is good to offer praise to others when effort or achievement is recognised and when praise is offered it is accepted gracefully.
12. Behaviour throughout the day is very good. There are classroom rules that clearly define how pupils are expected to behave. Teachers offer praise and award pupils when they achieve high standards or when they try hard to improve. Boys and girls relate well to each other both in the classrooms and at play. Dining room routines are very well managed and pupils' behaviour at lunchtime is exemplary. Background music is played to create a soothing atmosphere and this encourages pupils to speak quietly and to move around sensibly. Parents support the school's behaviour policy, although there was a view expressed that teachers are, on occasions, a little insensitive when less mature pupils act in a silly manner. The inspection found no evidence to support this view. There have been no fixed term or permanent exclusions.
13. The personal development of pupils is very good. They enjoy being involved in the day's routines, including the daily assemblies. The quality of assemblies is enhanced by the contributions made by pupils who help with displays and by the background music played when pupils arrive and leave the hall. The help given by pupils enhances the quality and impact of collective worship. Lessons start promptly because teachers encourage pupils to develop self-managing skills; accordingly they do not have to wait for instructions, but know what is expected of them and get on with the task in hand. For example, Year 2 pupils set out physical education equipment and tidy their classrooms at the end of the lesson. Pupils relate excellently to each other and to all adults in the school, including the administrative staff and the caretaker. During the inspection, numerous acts of warm, spontaneous affection were observed. Visitors to the school are made to feel very welcome.
14. Attendance levels are slightly better than the national average. The school's arrangements for monitoring attendance recently enabled it to detect an increase in the levels of absence of a few pupils. An effective strategy was put in place to correct this. There is very little lateness in the mornings and the majority of pupils clearly enjoy coming to school.

### **HOW WELL ARE PUPILS TAUGHT?**

15. The quality of teaching has improved well since the last inspection. In this inspection, teaching was judged to be very good in half the lessons observed, compared to less than one lesson in five in the last inspection. In the other half of the lessons observed, teaching was judged to be good in all except one lesson, which was judged to be satisfactory.
16. Teachers' knowledge and understanding of the subjects they are teaching are very secure, as is their understanding of the needs of young children. Teaching in the early years is very good and planning for four-year-olds is thorough and effective. It follows the nationally agreed desirable learning outcomes closely and leads naturally into early work on the National Curriculum subjects. Assessments of children's attainment and progress are made regularly and excellent use is made of them to plan appropriate and stimulating learning activities. There are very high expectations for children's commitment to learning and the good links with home underpin regular reading activities; these improve attainment.

17. Teachers provide appropriately matched and challenging work for pupils with special educational needs. Good care is taken to ensure that pupils benefit from class teaching before being withdrawn for sensitive and well-focused extra help. Teachers write well-designed individual education plans for pupils, in co-operation with the special educational needs co-ordinator. Challenging work for talented and gifted pupils ensures that they make very good progress in their learning.
18. Teachers' planning is very good and is underpinned by teamwork, mutual support and a commitment to success. All adults in the school provide good role models for their pupils and this underpins the excellent relationships which exist throughout the school. These create the secure and stimulating learning environment which makes learning such an enjoyable and rewarding experience. Pupils are confident in their learning and feel able to make mistakes, knowing that these will be treated sensitively.
19. A significant strength of teaching is the very good strategies for teaching the basic skills of literacy and numeracy. These are rooted in the school's successful use of the National Strategies for Literacy and Numeracy. Teachers have a very good understanding of the principles underlying these strategies and their lessons use the opportunities which they offer with considerable success. For example, in a very good lesson for Years 1/2, pupils were fascinated when given the task of sorting mixed letters so as to find a word with a long 'i' sound and were able to identify words such as 'knight'. Other subjects are used well to develop pupils' facility with literacy and numeracy. Pupils' good understanding in science is underpinned by their teachers' success in relating their learning to the world that they know and understand. Teachers are very skilled in the way in which they use the school's limited resources in information and communications technology to develop their pupils' above-average understanding. The weakness in teaching is that learning tends to be tightly controlled, so that pupils have insufficient experience in organising their own work and presenting their information. This is hindering their development as independent learners. Good use is made of homework to enhance learning.
20. A notable feature of teaching in this school is the annual review of subjects in which all teachers participate. This identifies strengths and weaknesses in provision and enables the school to identify priorities for further development. Teachers use the school's accommodation and learning resources very well to support learning. The quality of learning is also enhanced by the very good quality of classroom support provided by non-teaching staff. They are used very well, are well briefed and participate in planning and in professional development where appropriate. As a result, the quality of the teamwork which underpins teaching and learning is enhanced further.
21. Teaching and learning in the school are of high quality for another reason which makes this school unusual. The unity of purpose of all adults and the quality of their teamwork, creates a curriculum which has an unusual degree of integration. Teaching and learning are purposeful, but are rooted in a kind of spirituality in the sense that they are related to pupils' own experiences and to their environment, both locally and in the wider world. Work in class spirals into the pupils' surroundings and back into the classroom. This means that pupils develop a sense of 'awe and wonder' with regard to the world in which they live and an understanding that learning has a wholeness about it and is not simply concerned with individual and disparate subjects. Care is taken to provide a learning environment which will support this approach - for example, the rabbit and birds and the large number of flowers around the school. This sensitive but purposeful approach is a major strength of the school's teaching and learning.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

### **The curriculum**

22. The quality of the curriculum is very good. It promotes pupils' high achievements and very good personal and social development through stimulating and well-structured activities. High

levels of team planning and organisation, the relevance of the learning experiences and regular evaluation and the development of new strategies all contribute positively to pupils' attainment and progress.

23. The curriculum for children under the age of five is very good. It is planned appropriately to cover the six recommended areas of learning and to enable children to attain the agreed national outcomes for five-year-olds. Elements of the National Curriculum are introduced appropriately when children are ready, whilst there are still plenty of opportunities for more informal activities. High priority is given to the development of language and literacy and numeracy and there is appropriate emphasis on the development of children's personal and social skills. The curriculum is very well planned through topics which enable children to develop and use their creative and observational skills and to enrich their knowledge and understanding of the world. Children have opportunities to improve their muscle control as they play in the playground and enjoy physical activities in the school hall. Finer manipulative control is promoted through play with small toys and in drawing and writing activities. There are plenty of opportunities for them to develop their imagination and express their own ideas in art and craft and in the 'home corner'.
24. At Key Stage 1, the curriculum includes all the subjects of the National Curriculum and religious education and is broad and balanced. In line with most schools, a significant and appropriate amount of time is devoted to the teaching of literacy and numeracy. The remaining time is used very effectively to promote the pupils' high levels of attainment and progress in learning in all other subjects. The school has good policies for the development of pupils' personal, social and health education, including drug awareness and sex education. The overall curriculum embraces the school's aims and is effective in supporting pupils' intellectual, aesthetic and physical development. The strong emphasis on investigation, enquiry and discussion ensures that the pupils develop specific vocabulary and understanding which helps them to express their ideas and develop their thinking. Skills in literacy, numeracy and information and communications technology are incorporated into all areas of the curriculum, so that they are used and extended regularly. There are appropriately planned opportunities, for example, for pupils to use their number skills in scientific investigations or write accounts of historical events. Opportunities for pupils to find their own ways of organising facts and ideas are inhibited by the use of too many printed worksheets.
25. Very good long term plans are in place for the teaching of all subjects and these are used very well to structure medium term planning and to guide lesson plans. All pupils have equality of access to the curriculum. The school effectively monitors the progress made by different groups of pupils and takes steps to ensure equality of opportunity. Provision for pupils with special educational needs is very good and there is an effective policy for gifted and talented pupils. The school follows the statutory Code of Conduct for special educational needs and work is planned very well to help pupils to meet the targets in their individual education plans. The very high quality of teachers' evaluation of the needs of classes, groups and individual pupils is a strength of the school. Teachers' awareness of pupils' levels of learning is enhanced by the school's excellent assessment procedures and planning takes into account the needs of mixed age classes. The school has implemented the nationally recommended strategies for literacy and numeracy very effectively. Very good provision for art and geography has resulted in pupils' very good levels of attainment in these areas.
26. Very good planning for the use of the school grounds as a teaching resource brings relevance to the curriculum. Good use of the local area on a regular basis also enhances pupils' learning. Well-planned visits to museums and an environmental education centre contribute significantly to pupils' very good levels of learning. Visitors to the school provide immediate and relevant examples of their skills and experiences. For example, a visiting theatre group enriched pupils' experience of drama and, in history, grandparents came into school to share their experiences of childhood.
27. The school has good links with the community. Local organisations provide resources such as paper and reclaimed materials for art and craft and wooden benches for seating in the playground. Links with the junior school to which most pupils transfer are good and teachers

communicate well to ensure that there is effective transfer of records and information. Students from local schools and colleges, including teacher training institutions, benefit from experience in the school and this supports their personal studies as well as promoting pupils' learning further.

28. Since the last inspection, there have been improvements in the provision of opportunities for pupils to use and apply their mathematical skills, work together and develop their initiative. There are now appropriate group activities and investigations which allow pupils to explore their own lines of thinking, but they do not have sufficient opportunities to record their findings in their own way or to solve problems independently and with each other.

### **Pupils' spiritual, moral, social and cultural development**

29. The curriculum is enriched by very good overall provision for pupils' spiritual, moral, social and cultural development. This provision very effectively implements the school's comprehensive policy. An aura of warmth, care, welcome and security pervades the whole school and the excellent relationships between pupils and teachers are much in evidence.
30. Provision for pupils' spiritual development is very good. There are many opportunities for pupils to reflect on the world, their relationships and the needs of others. Assemblies, led by the headteacher and once a fortnight by the local curate, have a high spiritual content and a clear message. For example, in one assembly on the theme of 'The Good Earth', pupils expressed their feelings of joy and surprise on seeing rainbows. The atmosphere was enhanced by the very good use of music when pupils sang enthusiastically 'Who put the colours in the rainbow?' and enjoyed listening to Louis Armstrong's version of 'What a wonderful world'. Time for reflection and making up short prayers are regular features of religious education lessons. Pupils regularly celebrate the beauty of the school grounds at the various seasons of the year. The wonder of observing larvae grow and develop into chrysalises and eventually emerging as painted-lady butterflies is shared by pupils and teacher in science lessons in Year 2.
31. Provision for moral development is very good. Pupils have a clear understanding of what is right and what is wrong. They are involved in drawing up the school's codes for behaviour in classrooms, the dining hall and playground areas and they respect these codes to a very high degree. At the Remembrance Day assembly, pupils are invited to express their views on war and conflict between peoples. They respond to the needs of people less fortunate than themselves by enthusiastically collecting for various charities. For example, the whole school celebrated one pupil's voluntary effort in going without biscuits for a whole day and receiving one pound as a reward, which he then donated to the Mozambique Relief Fund. Pupils fill shoeboxes with small gifts and items of clothing in responding to Operation Christmas Child and donate clothing to the Christian African Relief Fund.
32. The social development of pupils is very good. Pupils readily assist in many of the school's routines, for example, operating the music system for assemblies, putting out and clearing away small equipment for physical education and books and materials for other lessons. They pour out the water for the tables at lunch times and maintain a pleasant, social atmosphere over lunch. Co-operation between pupils is good and they work well together in pairs or in groups in many lessons. For example, in a mixed Year 1/2 science class, different groups worked very well on various activities linked with seeds and germination. Equipment was well respected and pupils co-operated well with the teacher and support staff in clearing away efficiently with the minimum of fuss. Pupils are given opportunities to access information on computers, for example, using the Oxford Speaking Atlas and they do this very well in small groups, sharing their ideas and co-operating well together.
33. The provision for cultural development is good. Pupils learn of other people and faiths from stories in assemblies and in the celebration of festivals, such as Divali, Hanukkah and the Chinese New Year. Ethnic art and music feature in geography lessons when pupils compare life in other countries, such as Australia and Kenya. Appropriate displays are mounted to link with their charitable work to African countries. A wide range of music by composers of many

countries is used to good effect in school assemblies. Pupils learn of their own community through visits to the fire station, local library and the Museum of Light. The school uses the local church for its harvest celebration and to learn of the ceremony of infant baptism.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

34. Procedures for the assessment of pupils' attainment are excellent and statutory requirements for assessing pupils' attainment at the beginning of the Reception year and at the end of Key Stage 1 are met very effectively. The school has improved further the high standards of assessment noted by the last inspection. There is a well established, systematic process to track pupils' academic and personal achievements throughout their time in the school. Pupils' records contain a wide range of written, graphic and photographic evidence so that their next teacher has a wide range of information to guide curriculum planning. Careful and thorough assessment is made of pupils who have special educational needs so that individual education plans are pertinent and build systematically on what pupils already know.
35. The school's use of assessments to guide curricular planning is excellent. Information from assessments of children's attainment on entry to the school leads to very effective diagnosis of special educational needs and early provision of appropriate support. All pupils progress well because teachers' plans are based on well-organised information. Results in the National Curriculum tests are analysed very effectively and the information is used to reflect on strengths and weaknesses within the curriculum and to address them. For example, improvements in the provision of closely supervised writing lessons have created valuable opportunities for pupils in Year 2 to develop their extended writing. Pupils' personal development is monitored very effectively through the collation of information on achievements in areas such as behaviour, responsibility, helpfulness, hobbies and sport. The school ensures that every pupil has the opportunity to 'shine' and feel valued.
36. The procedures for ensuring child protection and for promoting pupils' welfare are very good. All staff have a responsible attitude and this is supported by clearly laid down policies. The child protection arrangements follow the agreed guidelines for the local area. Parents are informed about these in the school brochure. Risk assessments are conducted periodically in accordance with local regulations and all other matters relating to pupils' health, safety and welfare are secure. This includes staff being given appropriate information regarding pupils' individual medical needs and understanding the importance of safe working practices. Teachers keep detailed records regarding pastoral and personal development of individual pupils.
37. Staff have high expectations of pupils' behaviour in classrooms and around the school. Registers are completed and monitored effectively, attendance levels are reported to parents and they are reminded of the importance of regular attendance. Comments made by parents prior to the inspection and responses to the questionnaires confirmed that the vast majority of parents agree that behaviour in the school is good. A small number of adverse comments were made to suggest that there were occasions when teachers' expectations regarding behaviour did not take into account fully the personality of the individual. Inspection evidence confirms that behaviour procedures are both appropriate and effective.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

38. Parents hold the school in high esteem. Discussions with individual parents and written responses to the inspection team were strongly supportive of the school. Parents identify with the values which the school upholds and the standards that it strives to achieve.
39. Parents and carers have confidence in the headteacher. They feel that the school is well led and managed and that teachers are responsive to any concerns they might have. They are encouraged to become involved in the life of the school and a few take up the opportunity to help in classrooms. There are three consultation evenings for parents each year and these are well supported. Teachers keep very detailed notes regarding the attainment and progress of pupils; this information forms the basis for discussion on these occasions.



40. The annual reports that parents receive about their children are of good quality. As pupils progress through the school, the reports increasingly contain specific information regarding their progress. The governors' annual report to parents is informative and meets statutory requirements with regard to the range of information it contains.
41. Parents have the opportunity to become involved in their children's learning at home. Home/school diaries are effective in passing information to and from the school. Letters home are helpful in the information they contain and administrative staff support this process by a mixture of telephone calls and individual contact. The school recognises that it has a duty to be a 'good neighbour' to all families and other local residents and it does this very effectively.
42. Parents who undertake the roles of parent governors take their responsibilities seriously and to good effect. This enables parents' interests to be fully reflected when the governing body considers priorities for future developments. As a result, initiatives such as the home/school agreement and the introduction of the Literacy and Numeracy Strategies are fully explained and understood.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The school has a clear vision of what it is trying to achieve for its pupils and this is expressed in its aims. This vision is successfully achieved in the school. All pupils are valued and given every opportunity to succeed in both personal and academic terms.
44. The headteacher, very ably supported by her deputy and by the whole staff, ensures a clear educational direction for the school. Her determination and clear-sightedness have been instrumental in enabling the school to address the issues raised in the report from the last inspection successfully. The three key issues from the last report have been effectively incorporated into the school's planning. As a result, pupils now have more opportunities to work together, but there is more scope for them to take the initiative in planning and organising their work. Provision for children under the age of five has improved and plans for further improvements are in place. There is now more emphasis on applying and using mathematics and, as a result, pupils' understanding of mathematics and its uses has improved.
45. Strategic planning in the school is very good. The governing body fulfils its duties well and is refreshingly pragmatic in its approach to its role. It gives the headteacher good support in planning for the future and in managing the budget. The school has managed a difficult financial situation well and has a strategy in place to return to surplus. The school tries hard to get value for money from its spending. It is a matter for concern that the school's accounts were last audited in January 1987. Specific grants such as those for special educational needs and professional development are used appropriately.
46. Provision for children under the age of five is managed very well. The staff work as a team to provide a very good quality of education for the children. The level and quality of staffing for children under the age of five are very good. Accommodation and learning resources are good, with good indoor space and sufficient hard and grassed areas for outside play. Improved provision, including a fenced area and large play equipment, is planned.
47. The management of special educational needs is very good and takes clear account of the Code of Practice. The very good school policy is implemented effectively. There are very good records of assessments and of pupils' progress. These are used well to promote further progress. The sensitive and encouraging approach of the teachers and special needs assistants and the school's positive ethos have a beneficial effect on learning. Resources for special educational needs are good, well organised and readily available. This very good management means that pupils with special educational needs have equality of access to the curriculum. Indeed, the school ensures that pupils throughout the school have full equality of access and opportunity.
48. The school's commitment to improvement and its capacity to succeed are excellent. There is a unity of purpose among adults in the school to continue to move the school forward. This is

exemplified in the school's efforts to obtain the primary quality mark. Teaching and learning are effectively monitored by the headteacher and curriculum co-ordinators are gradually being involved in this, although this process is in its early stages. Appraisal for teachers is up-to-date and is used to identify priorities for professional development.

49. The headteacher and her deputy meet weekly and constitute the senior management team. The deputy headteacher is effective as a link between the headteacher and the governing body and other staff. She plays a valuable role in formulating the school development plan and in setting the budget to support it. The school development plan is driven by the school's educational priorities and covers a three-year programme.
50. The teaching staff are well qualified and experienced to teach the National Curriculum and religious education. While the number of support assistants has been reduced since the last inspection for financial reasons, the non-teaching staff are well experienced and effectively integrated into the work of the school. Their work is effectively supported by parents who help in classes. Indeed, the teamwork of all adults involved in teaching and learning is one of the school's strengths. The school secretary is efficient in supervising the school's finances and its day-to-day routines. She has an unusually high level of involvement in the general life of the school and is seen by all as a valuable participant in the school's work.
51. The school's accommodation is good with adequate classroom space, a good multi-purpose hall and generous hard play and grassed areas. The school is kept in immaculate condition by the school's caretaker. Learning resources are good overall and have been well supplemented by the National Strategies for Literacy and Numeracy. The school's weakest area for learning resources is in computers which are relatively few in number and out-dated. The school is scheduled for the final phase of the National Grid for Learning initiative; in the meantime, staff work hard and successfully to get the best out of the existing facilities.
52. Management has effective procedures in place to induct and support new staff and to participate in initial teacher training.
53. The very good leadership and management of the school owe much to the headteacher's drive and determination. This ensures that the school's aims are reflected throughout its work in a purposeful but sensitive and supportive atmosphere. As a result, pupils make good progress in their learning during their time in the school.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. The governing body, headteacher and staff should:

Create more opportunities for pupils to take the initiative in planning their own work so as to develop skills as independent learners by:

- gaining more experience in planning and drafting their writing;
- having more opportunities to solve problems independently and in co-operation with each other;
- using skills previously developed, including work in different subjects of the curriculum, as they decide how to organise and present information (see paragraphs 19, 24, 28, 44, 67, 69, 104, 105).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	46.9	3.1	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	121
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	24	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	16	18
	Girls	23	21	24
	Total	41	37	42
Percentage of pupils at NC level 2 or above	School	98 (100)	88 (98)	100 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	21	23	23
	Total	38	41	41
Percentage of pupils at NC level 2 or above	School	90 (98)	98 (95)	98 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

## **Teachers and classes**

### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20
Average class size	30.5

### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	62.5

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

*FTE means full-time equivalent.*

## **Financial information**

Financial year	1998/99
----------------	---------

	£
Total income	227,303
Total expenditure	229,903
Expenditure per pupil	1,754
Balance brought forward from previous year	-2,780
Balance carried forward to next year	-5,380

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	25	4	0	2
My child is making good progress in school.	65	29	2	0	0
Behaviour in the school is good.	52	37	2	0	6
My child gets the right amount of work to do at home.	42	48	8	0	0
The teaching is good.	60	29	4	0	6
I am kept well informed about how my child is getting on.	35	31	25	0	4
I would feel comfortable about approaching the school with questions or a problem.	71	23	2	2	0
The school expects my child to work hard and achieve his or her best.	63	25	0	0	4
The school works closely with parents.	44	33	10	2	4
The school is well led and managed.	67	21	6	0	2
The school is helping my child become mature and responsible.	60	33	2	0	2
The school provides an interesting range of activities outside lessons.	21	33	23	4	13

### Other issues raised by parents

Fourteen questionnaires had written comments. Seven of these were very supportive of the school and the headteacher. In the rest, the main concern was that, for various reasons, the pupils are less content and less well served by the school at the end of Key Stage 1 than they are in the early years. The inspection found no evidence to support this view. The other concern was that class sizes are high; at 30.5, they are slightly higher than is normally found, but there is no evidence that this is adversely affecting pupils' attainment and progress.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

55. Children join the early years unit in the school in the term after their fourth birthday. They attend part-time for two terms and then full-time for one term. They enter with levels of attainment which are slightly above those normally found in children of this age, but there is a wide spread of ability. All children, including those with special educational needs, make good progress in the nationally agreed areas of learning of personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development. By the time they are five years old, most children attain standards which exceed the nationally agreed desirable learning outcomes for their age in all areas of learning.

#### **Personal and social development**

56. Children soon settle into the class routines. They share equipment willingly, enjoy playing games with their friends and co-operate well with each other, for example, when they assume different roles in the 'home corner'. They listen well to the teachers, follow the classroom rules and help to keep the classroom tidy. Most children are keen to answer questions and they listen carefully to the ideas of others. They have good relationships with each other and with adults and move between their two classrooms confidently. Children enjoy coming to school, show enthusiasm for their work and concentrate for increasing lengths of time. They follow simple texts in literacy lessons, persevere to finish drawings and written work and try hard to complete jigsaw puzzles. They have mature attitudes for their age; for example, they move confidently around the school and join in school acts of collective worship. The ways in which teachers promote personal and social development are very good.

#### **Language and literacy**

57. The early years unit provides a very good range of opportunities for the development of language and literacy. Children are encouraged to develop language skills through discussions, stories, writing and role-play. In the 'home corner', the 'estate agents office' provides opportunities for children to interact with each other. Here, they answer the telephone, make appointments for prospective buyers to visit the house and chat about other houses for sale. Reading skills are fostered through very good and enthusiastic teaching. Teachers bring a sense of fun to the learning of letter sounds and shapes. Children turn the pages in books carefully, know that print has meaning and develop a love of literature. Elements of the Literacy Hour are introduced in a gradual way, so that most children recognise frequently used words and read simple texts by the time they are five. The manipulative skills of writing are developed through practice in painting, drawing and play with construction kits. Children recognise and write letter shapes well and higher attaining members of the class begin to write short stories. These children read and write well for their age.

#### **Mathematics**

58. Children develop mathematical skills in practical ways throughout the day. They learn about order by taking turns in games and lining up for outside play. They match cutlery to the number of place settings on the dining table. Children match, sort and count objects to ten; they recognise and write numbers in order and most children are competent with simple calculations, both written and oral. They confidently count backwards from ten. As they investigate the world around them, children gain a clear understanding of ideas such as 'taller' and 'shorter'. Teaching is good and mathematical language is developed very well. Children talk about 'more' and 'less' as they play with sand and water. In a variety of activities, children reinforce language about position, such as 'next to', 'after', 'in front of' and 'behind'. They begin to use their developing mathematical understanding to solve practical problems, for example, when matching boxes to make model houses.

#### **Knowledge and understanding of the world**



59. Children make good progress in their knowledge and understanding of the world. Early geographical skills are developed as children talk about the characters in their reading books and discuss where they live in a village. They find out about homes in different parts of the world and look at a globe and a map to find where the Inuit people live. As they play with ice, children gain deeper scientific understanding; they find that pieces stick together because they are so cold. The school provides a rich environment for children to learn about life and living things. Teaching in this area is very good. The children increase their understanding of growth as they explore in the garden, grow bulbs and help to care for the rabbit and the budgerigars. They develop an understanding of the passage of time as they investigate their own lives and compare their homes and toys with those of their grandparents. Children recognise that machines respond to signals and they use a computer mouse confidently to play simple adventure games and to drag images across the screen.

### **Physical development**

60. Access to outdoor play is well planned and teaching in this area is very good. Good use is made of the school hall and playground and children share playtimes with pupils from Key Stage 1. They run, balance and play with good levels of control and co-ordination. High quality indoor climbing apparatus gives children opportunities for bolder physical activities. They develop good levels of manipulative skill as they model dough, construct models from reclaimed materials, play with model vehicles and build with construction kits. Very good opportunities are provided for children to develop finer manipulative skills for writing, drawing and painting. In the 'mark-making' area and the 'estate agents office', they write letters and record messages. Regular opportunities for drawing and painting help children to gain appropriate pencil and brush control.

### **Creative development**

61. In creative development, the children use a wide range of media, including paint, crayons, chalk and collage, to make pictures. These often link with topics and help to reinforce and consolidate learning across the curriculum. For example, in a topic on houses, children draw detailed chalk pictures of igloos and paint bright, bold pictures of houses such as their own. As they learn about colours and matching, they reinforce their understanding by making green pictures in a wide range of materials. Children develop a high standard of musical skill for their age, as they follow simple symbols and play percussion instruments rhythmically. They join in at the appropriate time and respond very well to the very good teaching. They sing enthusiastically and sweetly during collective worship with older pupils. Play in the 'home corner' provides good opportunities for children to use their imagination. They pretend to be families and take turns at being parents who organise the meals and care for the children.

### **Teaching**

62. The overall quality of teaching of children under the age of five is very good and has improved since the last inspection. As a result, standards of attainment have improved. Teachers have a very good understanding of the needs of young children and plan stimulating activities which are linked well to the nationally recommended areas of learning. This promotes the children's good standards of attainment. There is appropriate emphasis on the teaching of literacy and numeracy. Teachers use every opportunity to extend children's vocabulary and encourage them to explain their thinking. Probing questions help children to deepen their understanding and extend their learning. Expectations are high and children are managed very well so that their behaviour is consistently very good. Because relationships are very good, children learn in an atmosphere of trust and are not afraid to try new activities. This is particularly beneficial for children with special educational needs. Attention to the differing needs of children is skilfully managed. Each child's progress is monitored very well and information, beginning with assessment on entry to the school, is used excellently to plan appropriate and stimulating activities.
63. There is a useful policy for early years and the well-designed schemes of work are translated into practical and very effective daily lesson plans. These identify clear aims for the lesson and

activities to meet them. There is a good balance of directed and freely chosen activities and teachers work very well together as a team. The needs of particular groups are met and support is planned carefully. Learning resources are satisfactory and have been improved since the last inspection. Further improved provision is planned for outside play, including a safely fenced area and wheeled toys. This was a recommendation in the report from the last inspection and the school continues to make good efforts to improve its provision.

## ENGLISH

64. By the end of Key Stage 1, standards in reading and writing are above the national average and all pupils, including those with special educational needs, make good progress in their learning. In 1999, the percentage of pupils achieving the expected level 2 in National Curriculum assessments in writing was close to the national average and in reading it was well above. The percentage achieving the higher level 3 was well above the national average in both reading and writing. Attainment in the National Curriculum tests in 1999 was above that of similar schools in reading and in line with the average for such schools in writing. Over the four years from 1996 to 1999, the performance of boys in reading and writing was higher than that of girls on average, but both were well above the national average.
65. Inspection findings confirm these test results. By the time they are seven-years-old, pupils' attainment is above nationally expected levels in speaking and listening and in reading and writing. Pupils with special educational needs make good progress based on their previous levels of attainment. No significant differences were observed in the attainment of boys and girls. The school is working well towards targets set with the local education authority. The Literacy Hour has had a positive effect on pupils' attainment and they benefit from structured lessons which include very good, direct teaching and time for well chosen reading and writing activities.
66. Pupils listen well to their teachers and to each other. They speak confidently in class and contribute sensibly and thoughtfully to discussions. They express themselves very well, use a wide and mature vocabulary for their age and develop their ideas logically. For example, a five-year-old described fireworks as being 'like chandeliers in the sky'. Pupils' high level of attainment in speaking and listening makes a very positive contribution to their good progress in all subjects.
67. By the end of the key stage, most pupils read confidently and accurately. They use letter sounds and picture clues to gain understanding from texts and most know how to break unfamiliar words into syllables. Pupils read very effectively for pleasure and for information; their reading becomes more fluent and they use greater expression when reading aloud. They gain increasing knowledge and understanding of books and use words such as 'author', 'title' and 'illustrator' correctly. There is a sense of enjoyment in the Literacy Hour when pupils read large texts together. They talk confidently about the characters, describe the plot of their stories and use this information to develop their own writing. Higher attaining pupils become increasingly critical in their responses to books and know a wide range of children's authors. All pupils are familiar with the use of dictionaries and non-fiction books to locate and extract information; they use the contents and index pages very well.
68. By the end of the key stage, pupils write using complete sentences which are correctly punctuated with capital letters and full stops. Higher attaining pupils successfully use more sophisticated forms of punctuation, such as speech marks and apostrophes. Pupils spell simple, frequently used words correctly and increasingly use their knowledge of letter patterns to spell longer words confidently. The quality of pupils' handwriting is good; letters are correctly formed and orientated and evenly sized. Pupils make their writing interesting through the use of imaginative vocabulary, for example in sensitive and thoughtful poems about the five senses. In an adventure story, a pupil wrote about an island 'teeming with wild cats'. There is a clear sense of narrative and pupils add excitement by using different forms of writing such as 'bigger' and 'smaller' to emphasis the meaning. Pupils write well for different purposes. They write stories, letters, reports, poetry and instructions and produce simple storybooks of high quality. However, the development of independent planning and drafting skills is hampered when pupils use printed sheets and do not have sufficient opportunities to make their own

decisions about how to organise their work.

69. The use of literacy and oracy in other areas of the curriculum is very good. In mathematics, teachers encourage pupils to use words such as 'a repeated array of numbers' and 'repeated addition'. When pupils made sketches of animals in an art lesson, they used words such as 'birds of prey', 'talons' and 'wispy feathers'. Most pupils are keen readers and they refer to books for information as a matter of course. Information and communications technology is used very effectively both for enhancing spelling skills and for word processing. In history, pupils use their writing skills effectively to write about events in the past, about historical figures such as Queen Victoria, Guy Fawkes and Boudicca. The attitude and behaviour of pupils in English lessons are very good. They have adapted well to the brisk pace of the Literacy Hour and know the routine of class teaching, activities and review of the lesson. Pupils enjoy stories and books and listen to each other considerately in discussions. Most pupils settle down to written tasks with a high level of commitment and work quietly and conscientiously. They like to be chosen to share their work with the class at the end of the lesson. Good levels of concentration develop as pupils complete longer pieces of writing to support their work in other subjects.
70. The overall quality of teaching is very good. Almost all teaching observed during the course of the inspection was very good or good and none was unsatisfactory. Teachers have high expectations of pupils; they expect them to concentrate and work hard and there is a brisk pace to most lessons. Searching questions are used to develop pupils' understanding and knowledge and teachers encourage pupils to think before they answer. For example, in a very good Year 2 lesson, there was a very good explanation of what is meant by the word 'syllable' and pupils clapped as they read so as to show that they had understood the concept. All teachers have good subject knowledge and they have introduced the Literacy Hour very successfully. The plan of the lessons is shared with pupils so that they understand what is expected of them. Lesson plans include clear information on what is to be taught and how group work is to be organised. Assessment opportunities and learning resources are identified so that teachers make the best use of time, lessons run smoothly and pupils make good progress. Non-teaching staff are deployed well and they make a very positive contribution to the pupils' good progress in their learning. They are involved in lesson planning and are aware of the lesson objectives and the individual education plans for pupils with special educational needs. Support for these pupils is of a high quality, with a very good multi-sensory approach so that pupils learn by looking and listening and by using tactile apparatus. Appropriate work is planned for higher attaining pupils, but they need to be given more opportunities to draft their own writing. Very good records are kept of pupils' progress and they are used well to guide future planning and build effectively on pupils' previous learning. Reading records are kept meticulously and teachers use reading, writing and spelling homework increasingly as pupils move through the key stage. This has a positive effect on pupils' progress.
71. There is a very good, purposeful atmosphere in English lessons. The subject is co-ordinated very well so that professional training, improved learning resources and shared planning have given the school a very positive start in the implementation of the National Literacy Strategy. Classroom teaching and learning have been monitored rigorously by the headteacher, literacy co-ordinator and governors and findings have been discussed in order to improve teaching methods further and to raise pupils' standards of attainment. Staff work very well as a team and the very good and well-organised resources are used very effectively to provide exciting and informative lessons for pupils. There is a very good supply of quality fiction and non-fiction books in the classrooms, corridors and the school library. Pupils benefit when their parents and grandparents listen to their reading in school and at home.
72. Pupils' good levels of attainment and progress have been maintained since the last inspection, with improved levels of research skills. Opportunities for drama are included in the curriculum through role-play and participation in assemblies and concerts.

## **MATHEMATICS**

73. Attainment in mathematics in the National Curriculum tests at the end of Key Stage 1 in 1999 was above the national average. It was broadly in line with the average for schools which draw

their pupils from similar backgrounds. The percentage of the school's pupils attaining the higher level 3 was also above the national average. Attainment in mathematics has been erratic in the years since the last inspection, but has always exceeded the national average. The inspection found attainment in mathematics to be above the national average.

74. The school has successfully introduced the National Numeracy Strategy during this academic year. Pupils enjoy the mental mathematics sessions at the start of their lessons and this regular practice is sharpening their responses. Good opportunities are taken to develop skills in numeracy in other subjects. For example, bar charts record daily weather patterns which are maintained during weekends and holidays and measuring is practised in science and in design and technology.
75. By the end of the key stage, pupils have a good grasp of the principles underlying the way in which numbers work in hundreds, tens and units. They know odd and even numbers, count forwards and backwards in twos and tens and understand that subtraction and division are the inverse operations of addition and multiplication. They know what is meant by doubling and halving. They have a good grasp of the basic two and three-dimensional shapes and know what is meant by a right angle. They calculate money to one pound, measure in standard and non-standard units, understand the basics of time and of the measurement of temperature.
76. Carefully graded work for different groups ensures that pupils of different levels of attainment, including those with special educational needs, make good progress in their learning. There is clear evidence of good progress as pupils move through the key stage and progress is reinforced as work previously learned is systematically revisited and revised.
77. Pupils have very good attitudes to mathematics and work with a good level of interest and enjoyment. They concentrate well, often for long periods and listen to each other's ideas and contributions with interest. They enjoy the challenge of the mental mathematics sessions and their eyes shine with excitement as they work calculations out and celebrate getting them right. Relationships are friendly, but workmanlike and purposeful. Pupils are pleased to discuss their work with visitors and explain what they are doing.
78. The quality of teaching in mathematics is good overall and, in one of the three lessons observed, was very good. Teachers have a good understanding of the subject and of the principles underlying the National Numeracy Strategy. Lessons are well planned with clear objectives for what is to be learned. Teachers have high but realistic expectations for pupils and a very good awareness of their strengths and weaknesses. For example, in a very good lesson for Years 1/2, the teacher persisted with her questions until pupils were clear and precise in their thinking. On the whole, the pace of lessons is brisk, but it can slow if too much work is planned for the initial whole-class session. Resources for learning are very good and homework is well used to support learning. Lower attaining pupils are effectively supported and very good use is made of support staff to promote progress for different groups. The school has effective systems for promoting progress in learning for pupils of all levels of attainment by assessing areas of weakness and providing work which will address them.
79. The subject is well co-ordinated by an enthusiastic and experienced teacher who has ensured that the school has met successfully the areas of weakness identified in the report from the last inspection. The maths games library, which operates after school on two days per week, is proving a useful means of enabling pupils of all levels of attainment to practise their mathematics in realistic situations. This is effectively supporting the opportunities planned into lessons for pupils to apply their learning in mathematics to real situations to which they can relate. The subject is well resourced and teachers have eagerly adopted the National Numeracy Strategy, seeing it as a means of improving attainment further. The school has plans in place to monitor and evaluate the impact of the Numeracy Strategy and for the co-ordinator to play a part in this process.
80. Since the last inspection, teaching and learning in mathematics have improved well and the evidence is that the National Numeracy Strategy is being effective in improving them further.

## **SCIENCE**

81. In the end of Key Stage 1 assessments made by teachers in 1999, the proportion of pupils gaining the expected level 2 in science was well above the national average and the proportion of pupils reaching the higher level 3 was above the national average. There was no significant difference in the performance of boys and girls. The results were broadly in line with the average for schools which draw their pupils from similar backgrounds. Analysis of the results showed that attainment by pupils in all areas of the National Curriculum programmes of study was either well above average or very high in comparison with the national average. The only exception was in experimental and investigative science, where higher attaining pupils only reached average levels of attainment. The school feels that teachers are perhaps still over-cautious in assessing this area of work, but also recognises that more guidance is needed to assist pupils to reach these higher levels. Since the last inspection, the school has very successfully maintained its high levels of attainment in science and this inspection judges attainment to be above average.
82. Pupils near the end of Key Stage 1 have very good knowledge and understanding of their science topics. They understand how heating and cooling changes the state of materials. They construct simple electrical circuits and recognise materials as conductors and insulators. Computer programs are used to aid their understanding of electrical circuits. They have very good knowledge of the properties of light, how it is reflected and refracted, how mirrors and lenses work and how shadows are formed. They have a very good understanding of the five senses and carry out simple tests to illustrate the sensitivity of different parts of the body to touch. They learn the basics of sign language for communicating with deaf people. Pupils in Year 2 have a good knowledge of how plants grow and reproduce and set up an investigation to find out the conditions necessary for seeds to germinate.
83. Pupils, including those with special educational needs, achieve well in Key Stage 1. They learn to make careful observations and to record their results carefully. They begin to present results in graphical form, for example, recording the class's likes and dislikes for their tastes in different foods in the form of a bar chart. Simple investigations in science are started early in the key stage. Pupils in the mixed Reception/Year 1 class investigate how the slope of a ramp affects how far a toy car travels after it leaves the ramp. In setting up their investigation on germinating seeds, Year 2 pupils consider the various factors which may be involved and learn of the need to control variables in order to construct a fair test. They begin to make predictions about the outcome of investigations and to assess the final results. Higher attaining pupils have insufficient opportunities to practise their investigative skills so as to increase their prospects of reaching the higher levels of attainment. The quality and quantity of written work produced by pupils increases through the key stage.
84. Pupils enjoy their science lessons. Behaviour is very good; they listen attentively to instructions and respond accordingly. They work at a good pace and maintain good concentration on their work. They co-operate well with each other in group activities, sharing the work and exchanging ideas. They respond very well to the challenges and high expectations of them and produce work of good quality. The positive and enthusiastic approach shown by pupils is a major factor in the good and very good levels of attainment achieved in science.
85. Overall the quality of teaching is very good. Teachers have a very good knowledge of the subject material which enables them to be confident in their teaching and to pose clear questions to probe and extend pupils' knowledge and understanding. Lessons are very well planned to meet the identified learning objectives and the needs of all pupils in the class. Lessons proceed at a good pace and good use is made of support staff to ensure that all pupils work to their individual capacity. Teachers take every opportunity to relate the work to everyday examples and applications and to other subject areas. Literacy is well supported through the development and use of appropriate scientific vocabulary. Good opportunities are given to encourage pupils to develop creative writing in science. For example, Year 2 pupils wrote with knowledge and sensitivity about a walk through the countryside to exemplify their work on the five senses. Pupils' written work is regularly and accurately marked and supportive comments are given. Science also supports learning in mathematics, for example, in providing opportunities to practise the construction of simple graphs.

86. The curriculum is very well planned. It is broad and balanced and there are many cross-curricular links with other subject areas which greatly add to the effectiveness of pupils' learning. For example, an extensive topic on light is very well linked with the development of lighting in homes throughout the ages in history and to various festivals such as Advent, Christingle and Divali in religious education. Each unit of work is planned around clearly defined objectives and an accompanying assessment scheme. Detailed records are kept to closely monitor pupils' progress. The subject co-ordinator gives very effective leadership and support to the teaching and support staff. The school has a good supply of books, equipment and materials and the use of computers is developing. All aspects of the curriculum are reviewed annually and the quality of this review is excellent in ensuring that the school provides the best possible learning opportunities for the pupils.

## **ART**

87. By the end of Key Stage 1, standards of attainment in art are well above those normally seen for seven-year-olds and all pupils, including those with special educational needs, make very good progress in their learning. Standards have improved since the last inspection. Improved attention to the systematic development of skills has increased the pace of pupils' progress.
88. Pupils develop high levels of skills and techniques, for example, in observational drawing, which they use very well in other areas of the curriculum. They illustrate their written work in many subjects with lively pencil and crayon drawings and become more aware of the different ways in which pictures can be made. They practise making different shades of blue before using oil pastels to create detailed drawings of Willow Pattern plates. Throughout the school, pupils experiment with a range of pencils to achieve a desired effect and increase their understanding of life and living things as they make detailed sketches and watercolours of animals, plants and flowers. Younger pupils paint bold pictures of teddy bears on different coloured paper. Older pupils demonstrate increasing levels of expertise. At Christmas time, delicate tissue paper pictures of the Three Kings were skilfully decorated with spiralling trails of silver paint. Pupils explore art from other cultures. They discuss the materials and techniques used for African artefacts and then sketch them, reflecting the patterns and shapes very well in their drawings.
89. Behaviour is very good in art lessons and pupils throughout the school enjoy the subject. They are enthusiastic and keen to get on with their work. Respect for adults is a significant feature as pupils listen well to the teachers and are prepared to re-think their ideas and experiment with different techniques, colours and shapes. Pupils use their skills in literacy and numeracy effectively to discuss their work, find out about art and create shapes and patterns.
90. The quality of teaching in art is very good. Subject knowledge is secure and resources are very well prepared. Expectations of high standards of work and behaviour are features which contribute very positively to the pupils' very good levels of learning. Teachers give very good instructions so that pupils know what to do and are confident in attempting new techniques. Individual pupils progress well in their learning because teachers encourage them to experiment without fear of criticism. Teachers have a very good awareness of activities in lessons and this ensures that pupils are constantly engaged with the work in hand. Use of art to support other subjects is very good, especially in English, history and science. This has a positive effect on the development of pupils' imaginations and on their powers of observation.
91. The subject is led enthusiastically and effectively and the co-ordinator shares her expertise willingly with colleagues. The subject policy follows national guidance and identifies progressive skills to help teachers with their planning. Resources for art are adequate and the school has an appropriate selection of books about art and prints of well-known pictures. Bright and well-organised displays of pupils' work raise self-esteem and pupils with special educational needs enjoy their success in a subject which does not rely heavily on language skills.

## **DESIGN AND TECHNOLOGY**

92. Pupils reach standards of attainment above the national expectation by the end of Key Stage 1.

Pupils demonstrate good design skills. They have good knowledge of the properties of a range of materials, such as paper, wood, cardboard and metal and select them appropriately to meet specific needs, for example, to determine the size of axles and wheels needed to support a model vehicle. They are set high standards and take a pride in the appearance of the finished item through the application of paint or cladding. They have good skills in critically evaluating and modifying their work as they proceed. They use construction kits effectively in constructing items to an appropriate scale, for example, chairs suitable for teddy bears to sit in.

93. Pupils make very good progress in their learning throughout the key stage. Pupils in Year 1 work well with fabrics in designing and producing calendars and in decorating and dressing puppets made from clay. They enjoy following simple recipes successfully when making buns. Design and construction skills develop well in Year 2, when pupils produce some very good and well finished models of lunar explorer vehicles. Pupils with special educational needs make the same progress as other pupils.
94. Pupils respond enthusiastically to the challenges set. They work purposefully and with sustained efforts and focus, ensuring that their work is of good quality. They are careful and organised in their working and their self-discipline and awareness of the needs of others result in an ordered atmosphere which contributes much to the learning process.
95. The quality of teaching is very good. Lessons are well planned and teachers have high expectations of pupils. Basic skills, such as the use of saws, punches, adhesives, paint, construction kits are very well taught and pupils soon become adept in handling them. The range of activities and materials planned for use in class is interesting and challenging to pupils of all abilities and receives equally enthusiastic responses from both boys and girls. Class management is very good and lessons proceed at pace in an orderly and highly productive manner. Resources are of high quality and are effectively used by pupils in producing quality workmanship for their age. Teachers use every opportunity to assess pupils' thinking and to encourage them to further efforts. Very good use is made of the final plenary session for pupils to evaluate their progress in their designs and construction work and to make suggestions for future work.
96. The curriculum is very well planned to provide a good balance of experiences and challenges and to ensure sound progression in the development of skills through the key stage. The co-ordinator has done much to develop the subject since the last inspection through the development of the very good scheme of work. Clear learning objectives are identified for each section of work and comprehensive records are kept of each pupil's progress. Support staff and other adults are used effectively in encouraging pupils and giving advice when required. Equipment and resources are of high quality, are well maintained and readily available for lessons. The annual curriculum review is very thorough and recognised by staff as a valuable exercise which contributes to maintaining the high standards achieved by pupils.

## **GEOGRAPHY**

97. Pupils reach levels of attainment well above national expectations by the end of Key Stage 1. Attainment in geography has improved since the last inspection. Pupils have very good knowledge and understanding of a range of basic geographical skills and apply them well. They have a good knowledge of their local area and are skilled in using maps to locate local services such as the police and fire stations, the library, churches, banks and shops. They use simple co-ordinates to position features on maps. They take weather observations on a daily basis, including weekends and holiday periods, keep full records and produce monthly summaries of their observations. They appreciate how life in other countries is different and begin to compare crops, climate, schooling and everyday life in a Kenyan village with their local area.
98. Pupils achieve well in Key Stage 1, systematically developing geographical skills. They make particularly good progress in their knowledge and use of maps. They complete good maps of

their route to school and position on the map key features such as shops, churches and bus stops. They begin to use co-ordinates to define features on maps. For example, pupils in the Year 1/2 class enjoyed making their own maps of an imaginary treasure island, locating features such as coves, beaches, deserts, hills and ruins and then describing the route taken by pirates in their search for the buried treasure. This exercise resulted in the pupils making very good progress in understanding the purpose of maps and how they work. They become familiar with larger maps, for example of the British Isles and identify the separate countries and their capital cities. They locate countries on the map of Europe. They understand the globe and readily find the equator, the tropics, the poles, continents and major countries. Pupils much enjoy learning about other countries. Year 1 pupils learn about Australia and something of its very different wildlife. In Year 2, pupils become very involved in their study of a Kenyan village and use the Oxford Speaking Atlas very well to identify key features in the geography of Kenya.

99. Pupils respond very well to geography lessons and their behaviour is very good. They concentrate well on their work and maintain a good work rate. They enjoy the challenge of the activities and, particularly, the learning about other countries. They listen attentively and respond well to questions and to opportunities to express their views. They produce work of a consistently good quality both in its content and presentation.
100. The quality of teaching is very good. Lessons are well planned with a variety of tasks carefully designed so that pupils of all levels of attainment can do good work and make progress. Teachers' subject knowledge is very good and they discuss teaching aids such as photographs of Kenyan village life with great clarity. They have high expectations of pupils and use resources and teaching aids to very good effect to develop pupils' understanding of the work. Literacy skills are used to very good effect, for example, in the pupils' creative writing about the imaginary treasure island. They use numeracy skills in summarising weather data, using co-ordinates in map work and in presenting their local traffic census in the form of bar charts. Pupils' written work is regularly marked and supportive comments are given.
101. The curriculum is very well planned and there is clear continuous progress in the development of geographical skills. Topics are planned to meet specific objectives and full records are kept of the progress of each pupil. The co-ordinator gives very clear leadership and support to all the teaching staff. The annual review of the curriculum is thorough, analytical and of high quality. Resources are adequate and of good quality. The use of information technology is growing and pupils enjoy using the 'Roamer' to reinforce their ideas on map routes and using computers to seek information on other countries.

## **HISTORY**

102. Pupils' attainment in history is above that usually found at the end of Key Stage 1 and has improved since the last inspection. By the time they are seven, pupils have a clear understanding of how life was different for older generations. They appreciate how house styles and facilities have changed. By comparing present day children's toys with those from former times, they recognise how the use of materials and the degree of sophistication have changed. Pupils have a sound understanding of chronology through events in their own lives and those of other family members and also through the examination of artefacts such as lamps from various historical periods. They have a good knowledge of some major historical events through stories about famous historical figures such as Boudicca, Guy Fawkes, Florence Nightingale and Queen Victoria.
103. Pupils, including those with special educational needs, make good progress in their learning through Key Stage 1. Their sense of chronology develops well through careful examination of artefacts such as old toys, family photographs and pictures of Victorian children's street games. They enjoy learning about life in former times and comparing it with their own through stories and the lives of famous people.
104. Pupils are enthusiastic about their history lessons and focus well on their tasks, maintaining a good level of concentration. They listen very attentively to stories and are keen to express their own views. They empathise very well with characters in the stories, for example, a kitchen boy living in a mediaeval castle. They exchange ideas with each other during group activities and



produce written work of good quality.

105. The teaching of history is good. Lessons are well planned and very good use is made of resources, artefacts and stories in presenting stimulating and challenging tasks for pupils. Teachers have good subject knowledge and are skilled in creating the appropriate atmosphere for lessons which enable pupils to identify with the period or individual characters. For example, pupils in the Year 1/2 class were asked to draw on their knowledge of the design and function of castles, so as to set the scene for the teacher to read a short story about an incident in the life of a kitchen boy in a castle which was about to be attacked. The story telling captured the pupils' attention and much discussion resulted. The pupils were then given selected tasks and produced work which showed a high degree of imagination. However, the work of the lower attaining pupils in particular would have benefited from initial drafting to clarify the sequencing of events. The development of literacy skills is well supported by such written exercises. Very good use is made of cross-curricular links in planning to reinforce learning. For example, a science topic on light in Year 2 was very effectively developed into a study of how lamps and lighting in homes had developed from Roman times to the present day. The good level of attainment achieved by pupils results from the teachers' identifying clear objectives for lessons and organising a variety of tasks designed to stimulate and challenge pupils of all abilities in the class.
106. The curriculum is well balanced and designed to develop pupils' interests and skills in history. There is good progression built into the schemes of work and detailed records are kept of pupils' progress as they move through the key stage. However, pupils have insufficient opportunities to plan and organise their own writing. The quality of the annual review of all aspects of the curriculum is very good and the subject co-ordinator gives good leadership and support to teachers and support staff.

## **INFORMATION TECHNOLOGY**

107. The school's good work in information and communications technology is remarkable for its very good use of limited resources. Despite the fact that computers are old and applications are not up to the most recent standards, teachers find ways to incorporate information and communications technology throughout the curriculum, so that pupils have regular, well-organised practice which supports and extends their learning. Since the last inspection, good standards have been maintained and, continue to be above those expected nationally. Assessment procedures have been improved.
108. By the end of Key Stage 1, pupils use information and communications technology confidently. They know that certain signals will produce specific outcomes and they are becoming more confident in their expectations of what programs can do. Throughout the school, pupils develop keyboard skills and use specific language such as 'mouse', 'space bar' and 'return key' accurately. They load programs, select their own particular requirements and follow instructions on the screen well. Pupils in Year 1 place toys in specific places in a cupboard and then save and print their pictures. Pupils in Year 2 search for information in an atlas program and look for countries, capital cities and mountains. As they play adventure games, pupils increase their skills in considering alternatives, making decisions and following paths. Teachers' plans and records show that control skills develop appropriately as pupils give directions to a robotic toy in order to send it along a specific path.
109. Information and communications technology is used very effectively to support learning in language and literacy. Word processing skills are used effectively to present written work attractively. Pupils become more aware of how poetry is presented and how writing needs to be broken down into sections such as paragraphs in order to help the reader. Pupils are confident in saving and printing their material. In mathematics, pupils practise number skills such as sequencing and position. Pupils with special educational needs use the computers with enjoyment and confidence. They explore a variety of programs to enhance learning in English and mathematics and to support class topic work.
110. Pupils' attitudes to information and communications technology are very good and they welcome the opportunity to use the machines. They have plenty of confidence, are happy to

learn new skills and pick up procedures quickly. They work very well in pairs to explore what programs can do. Pupils were very excited when they found the Pennines in an atlas program. They demonstrate a mature sense of responsibility as they fill in a class sheet to record their turns on the computer.

111. No specific teaching of information and communications technology was seen during the inspection, as it is incorporated into other lessons and used throughout the day as a tool for learning. The quality of teaching over time is good and this has resulted in pupils making good progress in their learning. Teachers' subject knowledge is good; they know the programs in use well and exploit them very effectively to support pupils' learning. As a result, pupils make good gains in their skills, knowledge and understanding of computers and their applications. From examination of teachers' planning, it is clear that specific skills are taught in class lessons which are followed by practical experience in well focused and relevant tasks. Teachers make effective use of support staff and occasional parent helpers to provide focused support for pupils.
112. Because of the very good level of subject co-ordination, teaching staff have benefited from efficient and very good professional development. They are confident in using the machines and are increasingly identifying imaginative ways in which computers can aid learning in other subjects. They are well supported by a clear and concise scheme of work, which identifies skill levels for each year group and the range of programs in which to develop these. Resource provision is adequate and the school is well placed to benefit from its inclusion in the current national initiative for improved equipment for information and communications technology.

## **MUSIC**

113. Throughout the school, pupils, including those with special educational needs, make very good progress in their learning in music. In Year 2, about 15 pupils improve their understanding of music by taking the opportunity to learn the recorder. Whole school singing is good; pupils sing tunefully and with gusto and pay good attention to rhythm and dynamics. Singing is enhanced by sensitive piano accompaniment. Attainment in music is above that usually found in schools of this type.
114. By the end of the key stage, pupils have a good understanding of the basic principles of musical notation. They know the meaning of the treble clef and the stave and that crotchets, quavers and minims are notes of different lengths. They understand that a dot after a note increases its length by a half. They recognise the signs for a rest, a pause and a repeat. They clap simple rhythms involving notes of different lengths, dotted rhythms and pauses, successfully. During the key stage, they are introduced to the music of different composers and respond sensitively. For example, during the inspection week the music for entering and leaving the hall for assembly was Grieg's Piano Concerto. In a Year 1 lesson, the pupils listened to an extract from Tchaikovsky's ballet 'The Nutcracker' and discussed the mood it evoked with good insight. They use percussion instruments well to create rhythms and to distinguish between loud and quiet passages.
115. Pupils have very good attitudes to music and thoroughly enjoy their music making. They concentrate well, particularly as music tends to be taught at the end of the day when they are tired. They are courteous to each other and to adults and appreciate each other's ideas and contributions. In assemblies, they sing with clear enjoyment and considerable enthusiasm was evinced when they found that they were to sing a favourite hymn - 'Who put the colours in the rainbow'?
116. The quality of teaching in music is very good. Teachers have a very secure knowledge and understanding and this underpins the carefully planned lessons which systematically build up pupils' skills in the subject. Good use of praise and some effective humour help to ensure that pupils enjoy lessons and make good progress in their learning. Teachers have high but realistic expectations for pupils and expect precision in performance. Lessons proceed at a brisk pace and this helps to retain concentration and interest. Skilful questioning tests and extends understanding effectively.

117. Music contributes well to pupils' social and cultural development. Opportunities for performance, for example, at harvest, Christmas and at the leavers' assembly, increase social skills. Cultural awareness is improved as pupils learn about different composers in assemblies and lessons; this includes some multi-cultural examples, such as African music. Opportunities have not been taken to invite visitors into the school to illustrate different aspects of music.
118. The subject is very effectively co-ordinated by the deputy headteacher. She ensures that the programmes of study of the National Curriculum are covered in teaching and learning and that music remains a significant element in a broad and balanced curriculum. The school has built up a good supply of resources for music and these are well used in teaching and learning. The good features noted in the report from the last inspection have been retained and built on and the school offers its pupils a good introduction to the pleasures of music.

## **PHYSICAL EDUCATION**

119. Pupils throughout the key stage make good progress in their learning in all aspects of physical education. Pupils with special educational needs are well integrated into lessons and play a full part in all activities.
120. In a Year 2 gymnastics lesson, pupils had good bodily control in a range of activities. They were competent in forward and backward rolls, in walking on stilts and in handstands. Some were skilled in cartwheels. All showed impressive confidence on climbing apparatus including ropes and a rope ladder. Their attainment exceeds that normally found at the end of Key Stage 1. A Year 1/2 class developed good skills in dodging as preparation for ball games. A Year 1 class had good imaginative responses to different scenarios depicted in a taped lesson 'The Bear Hunt'. For example, they invented movements to suggest how they would move in a high wind, in a blizzard and through thick mud.
121. Pupils respond well in physical education lessons. They change quickly, arrive in the hall in an orderly manner and move quickly into the lesson with a minimum of fuss. The Year 2 pupils showed great maturity in getting out the small items of equipment that they were responsible for and then moving immediately into their warm up. Pupils concentrate well and work hard, although the concentration of Year 1 pupils was taxed when a cat decided to sit by the window and watch their activities. Pupils have good safety awareness and an awareness of each other in their movements. They show good initiative, for example in creating a sequence of linked movements in the gymnastics lesson.
122. The quality of teaching in physical education is good. Lessons are thoughtfully prepared and provide good learning opportunities to enable pupils to build up their skills. The management of pupils is effective in excitable situations and is rooted in excellent relationships between teachers and pupils. Lessons proceed at a brisk pace, so that pupils' motivation and interest are retained. There is good use of praise and good suggestions for improvement. Pupils are used to demonstrate good techniques, but this is not followed by pupils having the opportunity to evaluate each other's work.
123. The subject is effectively co-ordinated by the headteacher. She ensures that the curriculum areas of gymnastics, games and dance are appropriately covered and dance is often linked to topics being taught in other subjects so that pupils appreciate links between subjects. The school is well equipped for physical education and benefits from a good hall, a hard play area and grassed area. The good features described in the report from the last inspection have been maintained and pupils continue to achieve levels of performance which are above those normally found in schools of this type.

## **RELIGIOUS EDUCATION**

124. Standards of attainment in religious education are above those expected by the Locally Agreed Syllabus. The standards identified in the last report have been at least maintained. By the end of Key Stage 1 pupils have a basic knowledge of Christianity and of how religion shapes our codes of behaviour and the relationships between people. They know some of the teachings of

Jesus through the Parables. They learn about and celebrate various religious festivals such as Harvest, Christmas, Easter, Divali and Hanukkah. They learn about aspects of the Hindu and Jewish faiths through stories and the handling of artefacts. They know the basic pattern of Christian worship and of special ceremonies such as infant baptism through visiting the local church. They begin to become aware of the beauty of creation, its scale and their place in it, through guided reflection and by composing simple prayers.

125. Pupils of all abilities achieve well in Key Stage 1. They enjoy learning religious songs, particularly those with accompanying actions such as 'This man built his house upon a rock'. They recognise the significance of the stories that they hear and begin to reflect on their meaning for themselves. Periods of reflection are key features of religious education lessons and pupils use them effectively, as they do the opportunities for stillness in 'circle time'. They begin to develop their own simple prayers for such occasions and readily share them with the whole class. For example, a Year 2 pupil at the end of a music lesson, shared a prayer thanking God for the enjoyment of music. Pupils near the end of the key stage have a deeper and broader knowledge of Christianity through stories of the life and work of Jesus. School assemblies make a significant contribution to pupils' development in religious thinking, with their wider focus and additional opportunities for prayer and reflection.
126. Pupils show good levels of interest in their work and listen attentively to Bible stories and stories from other faiths. They are always ready to express their own views and they respect the views of others. They handle religious artefacts with respect and care. A visit to the local church to learn of the ceremony of baptism was much appreciated and they gained much from the experience. They would benefit from similar short visits to the places of worship of other faiths.
127. Teaching of religious education is good. Teachers demonstrate their commitment to the subject and this has a direct and positive impact on pupils' learning. Teachers plan lessons well and allow plenty of opportunities for pupils to express their own views. They tell stories very well and guide pupils well in interpreting the meaning of them. They link the stories clearly to everyday life. For example, the story of the Prodigal Son was explained in very clear and simple terms to the mixed Year 1/Reception class and pupils spent valuable time discussing the nature of forgiveness. Older pupils in Year 2 focused at more length on the Nativity and produced an attractive folder following the story from the Annunciation to the visit of the Magi. In their build up to Easter, they learn about the significance of Shrove Tuesday, Ash Wednesday and the period of Lent. Teachers plan a good variety of activities to interest and challenge pupils. The writing of Bible stories in their own words makes good use of pupils' literacy skills and challenges pupils to interpret the meaning of the stories for their own lives. Good opportunities are taken for cross-curricular planning to reinforce and develop learning in other subject areas. For example, the topic of light in science is developed in religious education lessons by studying the Hindu festival of Divali and the Christian festivals of Advent and Christingle.
128. The curriculum is well planned and appropriately balanced and meets the requirements of the Wakefield Agreed Syllabus. The headteacher gives clear leadership as subject co-ordinator and links the themes of school assemblies effectively to the religious education scheme of work. The school has forged a very good link with the local church and this gives good support to teaching as well as to assemblies. The school has adequate resources and a good range of religious artefacts, particularly to support the teaching of aspects of the Hindu faith.