

# INSPECTION REPORT

## **KELLS INFANT SCHOOL**

Whitehaven

LEA area: Cumbria

Unique reference number: 112169

Headteacher: Mrs M Kershaw

Reporting inspector: Mrs J Hooper  
15334

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> May 2000

Inspection number: 191322

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 –7 years
Gender of pupils:	Mixed
School address:	High Road Kells Whitehaven Cumbria
Postcode:	CA28 9PQ
Telephone number:	01946 852687
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Pearson
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Hooper	Registered inspector	English Religious education Physical education	The school's results and achievements How well the pupils are taught Equality of opportunity
Mr J Vincent	Lay inspector		Pupils' attitudes and values How well the school cares for its pupils How well the school works in partnership with parents
Mrs M Farman	Team Inspector	Science Geography History Music Areas of learning for children in the foundation stage	Curricular and other opportunities offered to pupils
Mr C Lewis	Team inspector	Mathematics Information and communication technology Art Design and technology	How well the school is led and managed Special educational needs

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Kells Infant School is situated in the town of Whitehaven on the west coast of Cumbria and serves three estates, mainly of council housing, and a small rural village. The school, which is small when compared with primary schools nationally, caters for boys and girls aged between three and seven years old. Currently there are 161 pupils on roll, which is nearly 40 per cent less pupils on roll than at the last inspection. This is mainly because there are empty houses on the estates and very few pupils of infant school age living in the village. At the time of the inspection there were 39 children in the nursery who attend school in the mornings. The rest of the pupils are in five classes, three mixed, with reception children and Year 1 pupils, and two classes of Year 2 pupils. At the time of the inspection 11 of the reception children were still under five. There is high unemployment in the area and 46 per cent of pupils are eligible for free school meals which is over double the national average. Overall, attainment of children when they enter the nursery is well below that expected for children of their age. Twenty-five per cent of pupils have been identified as having special educational needs and this is above the national average as is the number of pupils (1.9 per cent) having statements of special educational need. All pupils of statutory school age are white and have English as their first language.

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

Kells Infant School gives its pupils a very good start to their education and prepares them well for their future. It provides the pupils with rich and varied learning experiences, which enables them to make good and often very good progress. The headteacher gives strong and very effective leadership. She has, with the support of the hardworking and conscientious members of staff, a determined commitment to raising standards. Since the last inspection, standards in reading, writing and mathematics have shown significant improvement. Teaching, throughout the school is good and often very good. This enables pupils to develop positive attitudes to their learning, contributing well to the very good progress they make in the basic skills. The school gives very good value for money.

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

- Teaching is good and often very good enabling pupils to make very good progress in the basic skills and achieve high standards in science, information technology and music.
- Pupils have positive attitudes to work and learning, and behave well.
- Nursery children are given a very good start to their education and the school offers all pupils a rich and varied curriculum.
- The school makes very good provision for pupils who have special educational needs.
- The school knows and cares for its pupils very well and very good relationships between staff and pupils flourish throughout the school.
- The headteacher provides strong and very effective leadership and with the staff has a commitment to improving the pupils' education.

#### **What could be improved**

- The governors' role in shaping the development of the school.
- The involvement of parents in the education of their children.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Following the previous OFSTED inspection the headteacher has overseen significant, steady improvements in the quality of the education provided for the pupils through rigorous monitoring and evaluation of the curriculum and teaching. Standards in speaking and listening, mathematics, science, information technology and music have risen mainly due to the greatly improved planning and assessment and quality of teaching, which has led to the pupils' making good progress in their learning. The school now makes effective provision for all pupils including those who learn more quickly.

Subject co-ordinators are now making an effective contribution to the management of the school. Early years provision has improved and there is good liaison between the nursery and the main school. Money has been spent on improving resources and for most subjects there is a good range of

resources. Displays throughout the school are better. The secretary now has more time for her administrative duties. The school is well placed to continue with its improvements.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	E	D	D	A
Writing	E	E	D	A
Mathematics	E*	E	D	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The standards achieved by seven-year-olds based on average point scores in National Curriculum tests in reading, writing and mathematics have improved considerably over the last three years. Although these results were still below the national average in 1999 they were well above average in reading and writing and above average in mathematics when compared with schools where pupils have similar backgrounds.

Inspection evidence indicates that most of the current Year 2 pupils by the time they leave the school are likely to achieve the standards expected for seven-year-olds in reading, writing and mathematics, a judgement similar to the last inspection. The results of this year's national assessment tests should at least match the results of last year, in that the majority will achieve Level 2. However, a small number are likely to surpass this showing that pupils who learn more quickly are achieving appropriately, which is an improvement since the last inspection.

In science, information technology and music, Year 2 pupils are achieving standards above those expected for their age, an improvement since the last inspection. In religious education, pupils attain standards by the time they leave school in line with the recommendations of the locally agreed syllabus. In all other subjects pupils are achieving appropriate standards and working at levels expected for their ages. These standards indicate that pupils are achieving very well when compared to their achievements on entry to the school and relate directly to the improvements in the curriculum and teaching.

Most children by the time they reach the age of five achieve standards expected for their age in their physical and creative development and surpass this in their social development. However, in spite of the good progress they make, the majority do not achieve the expected standards in language and literacy, mathematics and knowledge and understanding of the world.

The school caters well for pupils who have special educational needs and they make good progress in their learning and attain standards commensurate with their abilities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school and their learning.
Behaviour, in and out of classrooms	Pupils behave well in and around the school.
Personal development and	Relationships between pupils, and staff and pupils are often very good. Personal

relationships	development is good.
Attendance	Satisfactory.

Throughout their time in the nursery and reception the children have positive attitudes to school, to learning and to each other. These good attitudes to work and learning continue as pupils progress through the school. Pupils understand the positive school behaviour rules and strive to meet the expectations set for them. In general, teachers and support staff are very good role models and lead by example. As a result relationships between pupils and staff continue to be strength of the school. Pupils take responsibility for routine tasks and their personal development is enhanced by involvement in activities such as visits to theatres and other places of educational interest which widens their outlook.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	Good	Good

*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.*

Teaching, overall, is good throughout the school. In 98 per cent of lessons observed the teaching was satisfactory or better, 72 per cent was good or better and 28 per cent was very good. At Key Stage 1, 97 per cent was satisfactory or better, 69 per cent was good or better and 33 per cent was very good. All teaching of the children under five was satisfactory or better, with 82 per cent good or better and nine per cent very good.

Teachers are conscientious and clear about what they expect pupils to learn. At the beginning of many lessons teachers share with the pupils what they expect them to learn ensuring pupils understand the teachers' expectations of quality and quantity of work and behaviour. They assess pupils' progress well and this enables them to provide appropriate work to meet the different needs of the pupils in their classes. The teaching of English and mathematics is good and basic literacy and numeracy skills are taught well. This good quality of teaching has a positive impact on pupils' learning.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides its pupils with a broadly based, varied and good quality curriculum that helps them make good progress.
Provision for pupils with special educational needs	Very good provision so that pupils made good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development and for their spiritual, moral, social and cultural awareness.
How well the school cares for its pupils	The school knows and looks after its pupils very well.

The school makes every effort to involve parents in the education of their children. However, despite this, the response is poor.

The school monitors and supports pupils' personal development very effectively. It provides a safe and caring environment for all its pupils. The provision for children in the nursery is very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and very effective leadership and is determined to improve standards.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties effectively. However, their role in shaping the direction of the school is limited.
The school's evaluation of its performance	There is rigorous monitoring, evaluation and development of teaching and effective action taken to secure improvements.
The strategic use of resources	The school makes good use of all its resources.

There is a good match of teachers and support staff to the demands of the curriculum. Resources are good overall. The spacious accommodation enables the curriculum to be taught effectively.

There is an effective partnership between the headteacher and the Chair of Governors. The ongoing and continuing difficulties in recruiting and retaining governors reduces their effectiveness in managing the school. Nevertheless, the headteacher, governors and staff are aware of the principles of best value and are beginning to apply these when making decisions.

## 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>• Their children like school.</li> <li>• Behaviour in the school is good.</li> <li>• Teaching is good so children make good progress.</li> <li>• They feel comfortable about approaching the school with a problem.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like to see the school provide a more interesting range of activities.</li> </ul>

The inspection team members agree with the parents' positive comments. However, inspection evidence shows that the school does provide a range of varied, interesting and appropriate activities.

## **PART B: COMMENTARY**

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

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

1. The school admits children to the nursery at the beginning of the September after their third birthday. The school uses a formal entry assessment procedure for children entering the nursery. This shows that most children have standards well below those expected nationally and locally. This is particularly evident in the development of their literacy, mathematical and social development. Children transfer to the mixed reception and Year 1 classes at the beginning of the September after their fourth birthday. Towards the end of their time in the reception year, teachers formally assess pupils again and the results of these assessments show that the children make good, and often very good, progress. Many, however, at this stage achieve below average standards in the development of their language and literacy skills, their mathematical skills and in their knowledge and understanding of the world. Nevertheless, most children achieve standards expected for their age in their physical and creative development and surpass these in their social development.
2. The standards achieved by seven-year-olds based on average point scores in National Curriculum tests in reading, writing and mathematics have improved considerably over the last three years. Although these results were still below the national average in 1999 they were well above average in reading and writing and above average in mathematics when compared with schools where pupils have similar backgrounds.
3. Inspection evidence indicates that most of the current Year 2 pupils by the time they leave the school are likely to achieve the standards expected for seven-year-olds in reading, writing and mathematics a judgement similar to the last inspection. The results of this year's national assessment tests should at least match the results of last year, in that the majority will achieve Level 2. However, a small number are likely to surpass this showing that pupils who learn more quickly are achieving appropriately, which is an improvement since the last inspection.
4. In science, information technology and music, Year 2 pupils are achieving standards above those expected for their age, an improvement since the last inspection. In religious education, pupils attain standards by the time they leave school in line with the recommendations of the locally agreed syllabus. In all other subjects pupils are achieving appropriate standards and working at levels expected for their ages. These standards indicate that pupils are achieving very well when compared to their achievements on entry to the school and relate directly to the improvements in the curriculum and teaching.
5. It is clear that in English, by the time pupils leave the school at seven years old, they have made at the least good progress in their learning and are achieving standards expected for pupils of their age. The speaking and listening skills of most pupils are at least in line with national expectations indicating an improvement since the last inspection. Almost all pupils listen attentively to their teachers and each other, and most express their ideas coherently and succinctly. Most pupils attain standards in reading in line with those expected for their ages with a small number achieving beyond this. Most read from appropriate texts accurately and with understanding. Throughout the school, pupils write for an appropriate range of purposes and audiences and write at an appropriate level for their ages. Pupils use their writing skills widely and effectively in support of other subjects, for example, when recording work in science, history and geography. Overall, standards of grammar and spelling are sound. Handwriting is satisfactory and pupils usually present final copies of their work neatly. However,

although a few pupils in Year 2 attempt to join their letters, most still print their work.

6. In mathematics, the current Year 2 pupils have made good, and in some cases, very good progress from a low level of attainment on entry to the school. As a result the majority are on course to attain standards broadly equivalent to those expected nationally at the end of Key Stage 1. The school has implemented the National Numeracy Strategy well. Under this new scheme of work and curriculum pupils undertake a range of work in all areas of mathematics. Samples of pupils work demonstrate that pupils have undertaken a wide variety of work on shape, space and measures, and tackled a range of problems involving handling data and investigation. Pupils make good use of their numeracy skills in other curriculum areas, such as science and information technology.
7. Pupils achieve above average standards of attainment in science due to the good and frequently very good progress they make as they move through the school which is an improvement since the last inspection. Pupils of all abilities gain a good understanding of scientific skills and concepts. All pupils carry out scientific investigations. Year 2 pupils understand the need for a fair test and know how to construct one, predict outcomes of their experiments and give reasons for their predictions. Pupils apply their knowledge from other areas of the curriculum well. For example, when using the computer to record their findings. They also make good progress in their understanding and use of a suitable and accurate scientific vocabulary.
8. Evidence from the scrutiny of work and limited lesson observations suggests that pupils attain standards in information technology above those expected nationally by the end of Key Stage 1 showing an improvement since the last inspection. Pupils are competent in using computers for a good range of activities, such as word processing and research using CD-ROMs. Pupils use their information and communication technology skills very effectively to support other subjects, such as producing 'flow charts' to categorise types of fruit for science.
9. In religious education pupils make at least satisfactory progress in their learning as they move throughout the school and attain standards by the time they leave school in line with the recommendations of the locally agreed syllabus. Pupils know about stories from the Old and New Testaments, learn about and take part in Christian festivals, explore their feelings and gain knowledge of other faiths.
10. Pupils make good progress in their musical knowledge and understanding. By the age of seven they achieve above average standards in their composing and performing skills, an improvement since the last inspection. In geography and history pupils make good progress and in physical education they make at least satisfactory progress in their learning, so that by the end of the key stage they achieve standards expected for their age in these subjects. Although there was insufficient evidence to make secure judgements on progress and standards in art and design and technology, pupils undertake a satisfactory and appropriate range of activities in both subjects.
11. The school caters well for pupils who have special educational needs and they make good progress in their learning and attain standards commensurate with their abilities. Also, the school provides well for those pupils who learn more quickly than others and they achieve standards in line with their abilities which is an improvement since the last inspection.

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

12. Children who are under five are happy to come to school and settle quickly. The children in the nursery are enthusiastic and eager to learn. They thrive in the stimulating, caring and secure environment and learn to relate well with adults and each other. This

good level of interest, enthusiasm and co-operation continues as children move on to their reception year. They increase their ability to concentrate and develop their levels of co-operation further. Throughout their time in the nursery and reception the children have positive attitudes to school, to learning and to each other.

13. These good attitudes to work and learning continue as pupils progress through the school and have been maintained since the last inspection. The secure, caring environment provided by the school enables all pupils, and especially those with special educational needs, to work happily in a non-oppressive atmosphere and as result they enjoy coming to school. Most pupils are well motivated, proud of their achievements and keen to share their successes with others. In most classes pupils work well unsupervised and collaborate and co-operate sensibly with each other, their teachers and other adults when necessary.
14. The behaviour of pupils in lessons and around the school is good and parents appreciate the behaviour standards promoted by the school. Pupils understand the positive school behaviour rules and strive to meet the expectations set for them. In general, teachers and support staff are very good role models and lead by example. As a result relationships between pupils and staff continue to be strength of the school. There have been no exclusions.
15. Personal development of pupils is good. Pupils take responsibility for routine tasks and their development is enhanced by involvement in activities with the nearby junior school. An example seen during the inspection was when the junior school pupils demonstrated a new dance to the country dance club. This involvement of infants with juniors gave a taste of 'things to look forward to'. These links contribute well to infant and junior liaison. School visits to theatres and other places of educational interest take place in order to widen pupils' outlook and foster personal development.
16. Although both authorised and unauthorised absence are slightly higher than that nationally, overall attendance is above 90 per cent and so is satisfactory. Punctuality continues to be good and is a further indication of pupils wanting to come to school.

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

17. Teaching, overall, is good throughout the school and has a positive impact on the good progress pupils' make in their learning. In 98 per cent of lessons observed the teaching was satisfactory or better, 72 per cent was good or better and 28 per cent was very good. At Key Stage 1, 97 per cent was satisfactory or better, 69 per cent was good or better and 33 per cent was very good. All teaching of the children under five was satisfactory or better, with 82 per cent good or better and nine per cent very good. This represents a considerable improvement and is mainly due to the rigorous programme of monitoring teaching and its effects on learning, which has been put in place since the last inspection.
18. Teachers are conscientious and clear about what they expect pupils to learn. The teaching of English and mathematics is good and basic literacy and numeracy skills are taught well.
19. For example, during well-structured literacy lessons it was frequently observed that teachers, building and consolidating on pupils' previous knowledge, ensured that the majority of pupils had made good progress in their learning by the end of the lesson. Similarly, in numeracy lessons, teachers recognise the importance of repetition and give pupils plenty of opportunities to practise what they know and understand, and provide good opportunities for pupils to explain their methods. During the well-paced mental sessions at the beginning of numeracy lessons, teachers effectively challenge all the

pupils in spite of the differing attainment levels, revising their previous knowledge and building on this effectively.

20. Most teachers have high expectations of good behaviour, encourage pupils effectively, value the contributions they make, and use praise judiciously. They give clear explanations and instructions so pupils are completely sure of what they have to do and have good knowledge of the subjects they are teaching. At the beginning of many lessons teachers share with the pupils what they expect them to learn ensuring pupils understand the teachers' expectations of quality and quantity of work and behaviour.
21. Through skilful questioning, teachers successfully draw out pupils' thinking and promote learning. For example, in a science lesson, the teacher made very effective use of open questions to explore pupils' knowledge, constantly pushing forward their learning of plant growth.
22. Teachers assess pupils' progress well and this enables them to provide appropriate work to meet the different needs of the pupils in their classes. Teachers meet the needs of pupils identified as having special educational needs well, with appropriate support and tasks. The teachers, headteacher and support staff provide pupils, sometimes on a one-to-one basis and at other times in small groups withdrawn from the classroom, during literacy lessons for example, with an appropriate and frequently very good blend of help and challenge. One measure of the success of the school's provision is that pupils are regularly moved off the register of special educational needs as they make good progress.
23. Very occasional weaknesses in teaching occur when teachers have not planned sufficiently for activities to extend pupils' learning once they have finished set tasks. Also, when teachers demonstrate a continual negative approach to managing pupils' behaviour this often results in pupils becoming disillusioned about their learning.
24. Support assistants are experienced, well briefed by teachers, and provide valuable support, considerably enhancing pupils' learning. Homework is used effectively to support the curriculum.

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

25. The school provides its pupils with a good range of rich and varied learning experiences. This enables them to make good, and often very good, progress. The curriculum makes effective and relevant provision for the pupils' intellectual, physical and personal development. It gives pupils a good foundation for the next stage of education. The planned curriculum fulfils all statutory requirements. The science curriculum includes a health education programme that encompasses sex education and drugs awareness. The school's implementation of the National Literacy Strategy and the National Numeracy Project is successfully raising standards. The school teaches all subjects of the National Curriculum and religious education and the time allocation within the curriculum for all subjects is appropriate. The school correctly emphasises the investigative element of work in subjects such as science. There are policies and schemes of work in place for all subjects. Subject co-ordinators monitor teachers' planning and teaching. The school makes satisfactory use of extra-curricular activities to broaden pupils' experiences.
26. The curriculum for children who are under five is good. The nationally agreed Desirable Outcomes for Learning form the basis of the curriculum for pupils under five. The school also takes into account the recommendations of the new Early Learning Goals. It makes very good provision for the all-round education and welfare of youngsters

in the nursery. The curriculum in the reception year prepares children well for work at Key Stage 1 of the National Curriculum. The school has been successful in dealing with the key issues from the previous inspection such that there has been a significant improvement to the quality of the curriculum since the previous inspection.

27. The school is ensuring progression of learning in English, mathematics and science through the improvement in its systems for curriculum planning. This includes long, medium and short term planning. The curriculum for all National Curriculum subjects and religious education is good, and the school has effectively introduced both the National Literacy and Numeracy Strategies. This makes a positive contribution to improving standards. The overall curriculum is stimulating and relevant to pupils' needs. Homework is set on a regular basis.
28. The teachers ensure that all pupils have equality of access to the curriculum. This provision is regardless of ethnicity, gender or race. The school makes very good provision for pupils on the school's register of special educational needs and also for pupils who learn quickly. For example, pupils with special educational needs receive very good support that enables them to participate fully in the literacy hour. Also, the school promotes pupils' individual talents whilst continuing to develop the pupils' all-round personality. The school is successfully implementing an arrangement where Year 2 pupils of similar ability work together in numeracy and literacy lessons. This is working well and is assisting pupils' learning and progress.
29. Provision for pupils' spiritual, moral, social and cultural development is good overall a judgement similar to that made at the last inspection.
30. The school's provision for pupils' spiritual development is good. Through whole-school assemblies and religious education lessons the school provides pupils with knowledge and insight into values and beliefs. However, opportunities provided for pupils to reflect on their experiences are limited, although plans are in hand for this to be built into assemblies and other aspects of the curriculum.
31. Provision for pupils' moral development is also good. The teachers consistently promote principles distinguishing right from wrong. They know the pupils well and most give positive reinforcement of good behaviour and through this they promote and encourage pupils' self esteem. In general, teachers provide good role models and clearly foster values such as respect for truth.
32. The school provides well for pupils' social development. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. They undertake simple tasks such as taking messages and most help to tidy up and clear away apparatus at the end of lessons. Pupils regularly collect for charities showing they have caring attitudes to people less fortunate than themselves.

33. Provision for pupils' cultural development is good. Pupils are taught to appreciate their own cultural traditions through the curriculum. For instance, pupils study the work of a range of artists in art lessons and listen to and appreciate the music of different composers. Extra curricular opportunities effectively enrich and enhance the curriculum. These include country dancing, visits from theatre groups and when the occasion arises music. The pupils support these activities enthusiastically. Pupils make visits to local centres of interest and to places further afield. These are effective in not only developing pupils' social skills but also their awareness of the wider community. Where possible opportunities are made to develop an understanding of the diversity of other cultures through stories, for instance, in literacy lessons and geography and religious education lessons.
34. There is a significant level of improvement to the curriculum since the previous inspection.

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

35. The school treats the safety and welfare of pupils as a priority and this aspect continues to be a strength of the school. Teachers and all the school staff know the pupils and their circumstances very well. This knowledge coupled with the secure and caring atmosphere promoted by the school ensures the well being of pupils. The school has appropriate procedures in place for general health and safety matters and specific procedures should there be any incident involving the nearby chemical plant. All staff are well versed in these procedures which are displayed in every classroom. Several members of staff have received training in emergency first aid.
36. The school has adopted the local authority child protection policy with the headteacher having received the appropriate training. All members of staff are well aware of the procedures should they become necessary. Attendance registers are marked neatly and are kept in accordance with statutory requirements. There is a self-registration system for the under-fives which also promotes their personal development. There is rigorous monitoring of attendance records to follow up cases of unexplained absence or lateness re-inforced by a detailed attendance policy. The home/school agreement is in place.
37. The finely detailed school behaviour policy is based on positive and assertive discipline and is understood by pupils. Most teachers recognise, praise and encourage good behaviour standards. Teachers and all staff ensure that expected behaviour standards are met and lead by example. Behavioural rules written by pupils are prominently displayed in school which further ensure pupil compliance.
38. Assessment procedures, use of assessments and record keeping have improved considerably since the last inspection and is another example of the strength of the care the school exhibits for its pupils.
39. Teachers use an appropriate range of procedures to assess pupils' attainment and progress. These include the statutory end of key stage assessment tests and a variety of commercially produced tests. These assessments are used to good effect to plan appropriate work for all children.
40. The comprehensive records and information kept by teachers on pupils' attainment provide clear evidence of pupils' progress as they move through the school. Individual informative folders assessing all aspects of pupils' work, show key areas of development of pupils. Teachers make effective use of all the evidence gained, including the analysis of test results, to inform the next stages in their planning. Pupils are also encouraged to make assessments of their own work through, for instance, 'My Achievement Diary'.

41. Assessment of children starts in the nursery and results of these and of the statutory assessment of children in the reception class often help to identify children who have learning difficulties at an early stage. The co-ordinator for special educational needs maintains a register of special educational needs pupils and procedures for placing pupils on the register, keeping parents appropriately informed, and reviewing progress regularly are very good. The school meets the requirements outlined in the statements for pupils with statements of special educational needs very well.
42. All these procedures ensure that the well being, safety and personal development of pupils in the school is paramount. The school knows and looks after its pupils very well.

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

43. Parents' links with school are satisfactory overall and similar to the judgements made in the last inspection. The school makes every effort to involve parents in the education of their children. However, despite these efforts the response is poor and only a few parents make themselves available to help in school. The school operates a genuine 'open door' policy and the headteacher ensures that she and other staff members are visibly available for parental contact. All parents who returned the parent questionnaire agreed they would feel comfortable approaching the school. The school has good induction procedures and carries out home visits before children start their nursery education.
44. Parents are kept well informed through annual reports, regular newsletters, dedicated parental notice boards and 'open' meetings held every term. The home/school agreement is in operation. The majority of parents who returned the parent questionnaire said they were well informed of their children's progress and confirmed that the school works closely with them. Photographs of pupils and a record of their individual achievements are displayed in school to enable and encourage parents to share in their children's successes.
45. Although there is no formal Parent Teacher Association there is a small group of parents and friends who raise considerable funds each year through various initiatives. These funds provide valuable additional resources that further enhance the pupils' learning and personal development.

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

46. The headteacher provides strong and positive leadership and has a very clear vision for the educational direction of the work of the school. Following the previous OFSTED inspection the headteacher has overseen significant, steady improvements in the quality of the curriculum, the role of the subject co-ordinators, the quality of lesson planning and the quality of teaching through rigorous monitoring and evaluation. Her firm but sensitive leadership has cultivated and developed a team with a shared, whole-school determination and capacity to succeed which has been responsible for the significant improvement in pupils' attainment over this period.
47. In general, the governing body fulfils its statutory responsibilities such as deciding the school's policy for sex education and the provision of appropriate information in the Governor's Annual Report to Parents. There is a good and long-standing partnership between the headteacher and the Chair of Governors, who has been associated with the school for a very long time in several capacities. Although she and a small group of governors take a keen interest in the performance of the school, there has been an on-going problem in recruiting and retaining governors from the local community. Because of this situation, it has often been impossible to obtain a quorum for meetings and they have had to be cancelled. As a result, it is not possible for the governing body to develop



a secure overview of the school's strengths and weaknesses, to account fully for the performance of the school and, importantly, to act as a 'critical friend' to the headteacher.

48. The school monitors and evaluates its performance closely. Since the last OFSTED school inspection, the headteacher and staff in their roles of co-ordinators have gained a good understanding of the school's strengths and weaknesses and effective action has been taken in the period to remedy weaknesses.
49. Educational priorities are supported well through careful financial planning. The school budgets systematically for all expenditure, is clear about costings and the pupils benefit from wisely-targeted spending decisions. The school has identified relevant priorities for improvement and spending decisions clearly relate to these priorities. Detailed financial planning is in place for the current school year and there are outline plans for the following four years. All subject co-ordinators produce annual action plans and targets for their subjects are prioritised and funded appropriately. The findings of the latest (1998) full local education authority Management Audit Report were generally positive and the minor recommendations contained in the report were dealt with promptly and effectively. Systems for financial control are unobtrusive and efficient and keep the way clear for classroom teachers to concentrate on their work. Adequate, up to date information is available to members of the governing body and alternative options are usefully provided to illustrate the effects of a range of scenarios and spending decisions. The senior management of the school operates a cycle of identification, planning, implementation and evaluation which ensures that planning for improvement and financial planning are fully integrated.
50. The school is beginning to make effective use of new technology. A range of new information technology facilities has recently been installed with funding provided by a National Grid for Learning grant and parents, and the school now has a range of up-to-date multi-media computers which allow pupils and staff to utilise CD-ROM programs and to gain access to the internet. The school secretary utilises a new computer software package to input information about pupils and has undertaken training in the system.
51. Specific grants received by the school, such as funding for the numeracy and literacy strategy, are being used effectively for the designated purpose. The governing body and senior management team of the school are aware of the "best value" principles of comparison, challenge, consultation and competition and are beginning to apply these principles in their decision-making. Particularly good use has been made of comparative information, such as test results from schools of a similar nature. Termly local education authority monitoring of local and national initiatives provides a point of reference for curriculum and financial decisions.
52. There is a good match of appropriately qualified and experienced teachers and support staff to the demands of the curriculum. Teaching staff responsibilities are organised well to make best use of their subject expertise. Teaching staff are well supported by non-teaching assistants who work very well together with the teachers to support pupils in the classroom. There are good "in-house" procedures in place for the appraisal of teachers whereby the headteacher organises annual staff development interviews following a classroom observation and professional development issues arising from these interviews are included, where appropriate, in the school development plan. The school's provision for the induction and mentoring of newly qualified teachers is well organised and effective.
53. The imaginative use of the spacious accommodation enables the curriculum to be taught effectively and the high standard of cleanliness has been maintained since the previous judgements. Also, since the last inspection classrooms and corridors have

been brightened by displays of pupils' work. In addition to paintings, models and other artefacts there are collages of photographs that celebrate individual and school achievements and record school visits. At the time of the last inspection report there was no secure outside play area for the under-fives and this issue has also been addressed.

54. Learning resources are good overall, utilised well in lessons and stored appropriately. The quality and quantity of resources for English, science, history, geography, music, physical education, music and the under-fives are good. Resources for the remaining subject areas are satisfactory. Significant improvements have been made since the last OFSTED inspection and the school is well placed to make further improvements. Currently, the school is giving very good value for money.

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

55. In order to further the current progress in the school's development, the staff and governors should now:
- (1) Continue to pursue the recruitment and retention of governors in order to maintain a full governing body that is fully involved in all school developments. (Paragraph 47)
  - (2) Investigate further ways of promoting the interest and involvement of more parents in the education of their children. (Paragraphs 43 and 74)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

52

Number of discussions with staff, governors, other adults and pupils

40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	44	26	2	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

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	20	122
Number of full-time pupils eligible for free school meals	Not applicable	56

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	35

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	6.7
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	26	27	53

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	18	21	23
	Girls	24	23	22
	Total	42	44	45
Percentage of pupils at NC level 2 or above	School	79 (76)	83 (71)	85 (67)
	National	82 (80)	83 (81)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	18	20	23
	Girls	23	23	23
	Total	41	43	46
Percentage of pupils at NC level 2 or above	School	77 (74)	81 (72)	87 (74)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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	20.3
Average class size	24.4

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

Total number of education support staff	3
Total aggregate hours worked per week	46

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/1999
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	£
Total income	314,298
Total expenditure	324,984
Expenditure per pupil	1,947
Balance brought forward from previous year	22,046
Balance carried forward to next year	11,360

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	2	0	2
My child is making good progress in school.	63	34	2	0	0
Behaviour in the school is good.	46	48	0	0	7
My child gets the right amount of work to do at home.	32	46	10	2	10
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	56	39	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	56	35	5	2	2
The school is well led and managed.	56	41	2	0	0
The school is helping my child become mature and responsible.	63	32	3	0	2
The school provides an interesting range of activities outside lessons.	27	27	17	10	20

## **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**

56. The school admits children to the nursery at the beginning of the September after their third birthday. Overall, attainment of children when they enter the nursery is well below that expected for children of their age. Children transfer to the mixed reception and Year 1 classes at the beginning of the September after their fourth birthday. At the time of the inspection there were 11 children who were under five in the reception year. Most children in the reception classes attend the school's nursery before they enter full time school. The nursery makes very good provision for the children's all round development and education. The planning gives specific expectations for what the children are to learn from each activity. Each area of learning has clear and systematic steps of progression. This is a very good level of improvement since the previous inspection. The mixed reception and Year 1 classes build well on the work of the nursery. All teachers plan carefully to meet individual needs and effectively challenge differing abilities. This is an improvement since the previous inspection. The curriculum planning for children who are under five meets the requirements of the nationally agreed learning outcomes for young children.
57. The level of staffing in the nursery, a teacher and two nursery nurses, is adequate and meets the agreed requirements. The teacher, nursery nurses and reception class teachers plan together closely to ensure there is no unnecessary repetition of work. They provide the children with a firm foundation for learning and smooth transition to work at Key Stage 1 of the National Curriculum. This is a significant improvement since the previous inspection. All members of staff who teach children under five have a clear commitment to raising standards. They liaise closely with parents. They work closely with Key Stage 1 teachers to continue and develop the current good practice. This is a very good level of improvement since the previous inspection.
58. The record keeping system is very informative. It gives all members of staff a well-informed base for the planning of work. The school uses a formal entry assessment procedure for children entering the nursery. This shows that most children have standards well below those expected nationally and locally. This is particularly evident in the development of their literacy, mathematical and social development. The members of the nursery staff work together with parents to complete a record of what their child can do at home. This gives the members of the nursery staff a clear knowledge of what to expect from the children when they enter the nursery. They use this knowledge to plan future work on the basis of what the children know, understand and can do. The reception teachers continue to use the records from the nursery. They formally assess the children towards the end of their time in the reception year. The results of these assessments show that the children make good, and often very good, progress. Many, however, achieve below average standards in the development of their language and literacy skills, their mathematical skills and in their knowledge and understanding of the world. The nursery and reception classes provide a very effective level of support for children with special educational needs. All members of staff ensure that children have full and equal access to the areas of learning. There is a very significant improvement in the quality of provision for children under five, particularly in the nursery, since the previous inspection.

#### **Personal and social**

59. Children who are under five come happily into the nursery and the reception classes

and settle quickly into the secure and caring classes. The children in the nursery are enthusiastic and eager to learn. They settle quickly to the well-established routines as they plan their morning's activities. They thrive in the stimulating, caring and secure environment and soon learn to relate well to adults and each other. Most children make very good progress in developing their personal and social skills. The children are self-possessed and confident when moving around the nursery. This is an improvement since the previous inspection. They share and take turns amicably, for example, when using the role-play area. The children concentrate well on their tasks, for example, when working at the computer. Children clearly enjoy their work in the nursery. They co-operate happily with each other and adults. The children take care of classroom equipment and quickly learn to tidy up after themselves. This good level of interest, enthusiasm and co-operation continues as children move into their reception year. They increase their ability to concentrate and to develop their levels of co-operation. The children work well independently and together. The development of independent learning is an improvement since the previous inspection. All children persevere to finish their tasks and take pride in their work. The reception teachers encourage children to solve problems. For example, children have to decide on the colour and type of paper to use in a collage. The children quickly adapt to the routines of school life and move quietly and confidently around the school. They change their clothes for physical education lessons independently and fold them neatly. By the time they are five most children, including those with special educational needs, are likely to exceed the expected levels in the development of their social skills.

### **Language and literacy**

60. The provision for the development of language and literacy is good. It is very good in the nursery. Many children enter the nursery with language skills that are well below those expected from children of this age. All the children make good progress in their ability to enjoy looking at books. They quickly understand that pictures and print convey meaning as they listen to very well read stories and rhymes. Many children have limited vocabulary and immature speech patterns. They receive a very good level of individual help and support to increase their speaking skills through a range of carefully planned activities. All children learn to hold and use pencils correctly. The members of the nursery staff give all children a wide range of activities that increase their early writing skills and improve their hand and eye control. The careful teaching of early reading and writing skills is a considerable improvement since the previous inspection. This good rate of learning and progress continues as children move into their reception year. Children with special educational needs continue to receive effective support. The reception class teachers use and adapt the literacy strategy well to meet the developing need of these young children. This effectively develops further children's listening, speaking and reading skills. The teachers choose books and stories carefully to increase children's interest in reading. All adults in the reception classes use precise and clear diction to assist children's speech. They encourage the children to speak clearly in sentences. Most children consolidate and develop their early writing skills well. They hold and use pencils correctly. In spite of the level of progress that the children make most are unlikely to reach the desirable learning outcomes by the time they are five.

### **Mathematics**

61. The provision for children's mathematical development is good. Most children make good progress in consolidating and developing their number skills. The members of the nursery staff develop these skills very effectively through a carefully planned range of activities. They use everyday toys and objects to make number work real for the children. An example of this is when small groups of children use teddy bears in the quiet room to count, match and sort. Their limited vocabulary restricts progress in the use of mathematical language, for example 'behind, under'. All members of the nursery team



work hard to promote understanding in this area. The children use construction activities to develop awareness of space and increase their control skills. There is a very good level of support for children with special educational needs. They make good progress in developing their knowledge of numbers. The more able children count accurately and recognise numbers up to five. All children learn and sing simple number rhymes. Children enter the reception year with a developing range of mathematical skills. The reception teachers continue to build on and develop these early skills well. They make effective use of the numeracy strategy to increase children's awareness of number. Children have a session of structured number work each day. Most children count and order objects to 20. They are developing the ability to count in tens and fives. Most children know and recognise the place of numbers on a number line. They use this very effectively to develop their understanding of the concept of subtraction. Some children have difficulty in understanding mathematical language for example, 'less than'. They develop their mathematical learning further through the use of the computer. This gives them an increasing awareness of how to sequence and match shape and control movement. They know and use the names for common shapes, circle, triangle and square, accurately. The children consolidate, build on and develop their early mathematical experiences well. In spite of this good level of progress most children are unlikely to attain the desirable learning outcomes for mathematics by the time they are five.

### **Knowledge and Understanding of the World**

62. The school has good provision for developing children's knowledge and understanding of the world. The provision in the nursery is very good. Children make sound progress in this area of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man-made world. For example, children in the nursery and reception year plant seeds to observe their growth and compare different cloths and materials. They have difficulty in realising that the sun causes shadows. The children exclaim in delight as they experiment with water. They are developing a sound understanding of their immediate community. Children use computers as a matter of routine and work carefully and accurately at sequencing parts to complete pictures. This enables them to develop a good understanding of how to use the keyboard and mouse for accurate control. This is good progress but most children are unlikely to reach the expectations of the desirable learning outcomes by the time they are five.

### **Physical development**

63. The school makes good provision for children's physical development and children make good progress. They have access to a suitably wide range of tools such as pencils, crayons, scissors and glue from the beginning of their time in the nursery. Many experience difficulty in controlling these tools on entry to the nursery. They increase their fine control skills well, but many are still below the expected standard when they enter the reception class. Children in the nursery develop their climbing and balancing skills effectively. They have opportunities to run, jump and balance. They use wheeled toys with an increasing awareness of space. For example, they manoeuvre tricycles carefully and accurately around cones. There is a secure area for outdoor activities for nursery children. Children in the reception class continue to develop their physical skills well. The school has a suitable selection of large apparatus for children to use in the school hall. Most children are likely to meet the expectations of the desirable learning outcomes by the time they are five.

## **Creative development**

64. The school's provision for children's creative development is very good. Children learn basic techniques in the nursery and make very good progress. This enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with much confidence. Children mix paint to achieve different colours. They experiment confidently with paint. For example, a child 'drizzled' paint on to paper to create a pattern. All children join in singing nursery rhymes and counting songs which they have memorised enthusiastically. In the reception classes children continue to develop confidence in using a suitably wide range of media and equipment. Most children show a good awareness of shape, pattern and colour. They sing a variety of songs from memory and use percussion instruments correctly and confidently to maintain rhythm and create patterns. Most children are likely to meet the level of skill necessary to reach the desirable learning outcomes by the time they are five.
65. The quality of teaching for the children under five is consistently good. The teaching in one out of five lessons in the nursery is very good. There is no unsatisfactory teaching for children who are under five. This is a significant improvement since the previous inspection. This consistently high quality of teaching reflects the rate of progress the children make in their early years at school. The teachers, nursery nurses and all members of the support staff work very well together to develop and increase children's learning. They have a clear understanding of the educational and social needs of young children. All members of staff have realistically high expectations of achievement and behaviour. There is a significant increase in the level of challenging and interesting tasks in the nursery and reception classes. This has a positive impact on developing the children's knowledge and understanding. All members of staff speak precisely and clearly. This helps the children to make good progress in developing their speaking skills. Children with special educational needs make good progress. All members of staff place careful emphasis on the teaching of specific skills, for example, how to use pencils, paint and musical instruments. They encourage pupils to work independently and make choices.

## **ENGLISH**

66. The standards achieved by seven-year-olds based on average point scores in National Curriculum tests in reading and writing have improved considerably over the last three years. Although these results were still below the national average in 1999 they were well above average when compared with schools where pupils have similar backgrounds.
67. It is clear through the direct observations of English lessons and the scrutiny of work, that by the time pupils leave the school at seven years old they have made good progress in their learning and are achieving standards expected for pupils of their age. These judgements are similar to those made at the last inspection although standards in speaking and listening have improved. The results of this year's national assessment tests should at least match the results of last year, in that the majority will achieve Level 2. However, a small number are likely to surpass this, indicating that pupils who learn more quickly are achieving appropriately which is an improvement since the last inspection.
68. These standards indicate that pupils are achieving very well when compared to their achievements on entry to the school and relate directly to the improvements in the curriculum and teaching.
69. The speaking and listening skills of most pupils are at least in line with national

expectations. Almost all pupils listen attentively to their teachers and each other, and most express their ideas coherently and succinctly. For instance, during a lesson specifically designed to develop speaking and listening skills, a Year 2 pupil spoke clearly and with passion about his favourite subject 'Formula One Racing'. He illustrated his 'talk' appropriately with photographs from magazines. The rest of the class listened with great interest and at the end many asked pertinent questions which the pupil answered confidently. During their time in school all pupils have the opportunity to speak to wider audiences, for example in assemblies and concerts. For example, during the inspection, one of the pupils shared some exciting news with the rest of the school at the beginning of one of the assemblies.

70. By the time they are seven most pupils attain standards in reading in line with those expected for their ages with a small number achieving beyond this. Most read from appropriate texts accurately and with understanding. Younger Key Stage 1 pupils have developed the ability to recognise an appropriate range of words by sight and when faced with unfamiliar words they use suitable strategies to help them, such as, blending letter sounds and using clues from pictures and other text. They know that words printed in books, for instance in capital letters, usually mean that these words have to be emphasised. They are also familiar with 'book' words, such as author, illustrator, title and 'blurb' and most understand their function. Most pupils in Year 2 show clear understanding of simple text, talk about characters in the stories they have read and discuss other stories they have heard. For example, one pupil retold her favourite story with great enthusiasm and expression. Most Year 2 pupils also have a good knowledge of the difference between books containing fiction and fact, illustrated when pupils, needing to find out about frogs, were quite clear that they would find the information in non-fiction books. Also, through the correct use of content and index pages they also found the information quickly.
71. Throughout the school, pupils write for an appropriate range of purposes and audiences and write at an appropriate level for their ages. Younger pupils rewrite familiar tales in their own words and sequence instructions, for instance, on how to make a mask. In one lesson, having considered and written sentences about what they already knew about frogs, Year 2 pupils were posing and correctly writing questions, to gather more information about them. All pupils write their own imaginative stories, some of a good length and often, in the case of Year 2 pupils, with wide ranging vocabularies. Pupils use their writing skills widely and effectively in support of other subjects, for example, when recording work in science, history and geography. Overall, standards of grammar and spelling are sound. Pupils use dictionaries and word banks effectively to help with their spellings. They also become familiar with, and distinguish between, words with common sounds such as 'ai', 'ay' and 'a-e', as observed in a literacy lesson. Most Year 2 pupils write sentences correctly with a capital letter at the beginning and a full stop, and, in the case of a question, a question mark at the end. Some of the pupils who learn quicker are beginning to make appropriate use of speech marks. Handwriting is satisfactory and pupils usually present final copies of their work neatly. However, although a few pupils in Year 2 attempt to join their letters, most still print their work echoing a criticism of the last inspection.
72. The quality of learning in nearly all lessons was good and this was also borne out in the scrutiny of work. Most pupils, throughout the school, are making good progress in their knowledge and use of English and especially so during literacy hours through the effective reinforcement and consolidation of previous learning. Pupils who have special educational needs, overall, make good progress in relation to their prior attainment, through the one-to-one and small group support they receive.
73. Most pupils have positive attitudes and enjoy their work and are eager to learn. Many older pupils sustain good concentration even when not directly supervised by an adult.

Most pupils said they enjoyed reading, and older pupils said they enjoyed reading books at home. Almost at all times pupils respond enthusiastically to their teachers, contribute constructively to lessons and answer questions appropriately.

74. Teaching was generally good. This represents a vast improvement since the last inspection and has been a great contributing factor to the rise in standards over the last three years. In Year 2 teachers have grouped the pupils according to their abilities and this has been effective in challenging the pupils who learn quickly, addressing another issue raised at the last inspection. Pupils with special educational needs undertake appropriate work and with additional support from the teachers they make good progress overall. Additionally, slower learning Year 1 pupils in the mixed reception and Year 1 classes work together during literacy lessons. The more intensive attention they receive in this small group ensures their good progress. Through appropriate training all teachers have a good knowledge of and have introduced the National Literacy Strategy effectively. The best teaching was seen in lessons where the teachers had planned and organised the lessons in detail especially for the varying ages and attainment levels of pupils in their classes. In the introductions to these lessons teachers used skilful questioning techniques to expand pupils' thinking and learning and they valued the contributions made by their pupils. Also, they gave clear instructions and explanations for follow-up work. Teachers regularly assess pupils' work through, for example, termly unaided writing tasks which indicate progress and highlight areas for improvement which teachers use effectively when planning work for individual pupils. Throughout the school, teachers monitor pupils' reading carefully through the guided reading sessions in the literacy hour and also through individual reading outside this. Pupils are encouraged to take their books home regularly to share with parents but parental response to this is limited.
75. Although the headteacher, the co-ordinator for English and literacy consultant from the local education authority have undertaken some monitoring of the effects of the National Literacy Strategy on pupils' attainment, the school recognises that this area of its work is still being developed. Funding for English resources has been a priority over the last two years and the school now has a wide range of good resources for teaching the subject. The school has an appropriate scheme of reading books to develop and support pupils' reading. Although the school does not have a central library, appropriate areas with a good range of fiction and non-fiction books have been set up in the corridors outside each classroom.

## **MATHEMATICS**

76. Lesson observations during the inspection and a scrutiny of work undertaken during the current school year indicate that the current group of Year 2 pupils have made good, and in some cases, very good progress in their learning from a low level of attainment on entry to the school. As a result, the majority are on course to attain standards equivalent to those expected nationally at the end of Key Stage 1. This is broadly in line with the last inspection findings.
77. Although in 1999 the results achieved by the pupils in mathematics at the end of Key Stage 1, based on the average point scores in the National Curriculum tests were below the national average, when these results were compared with schools where pupils have similar backgrounds, they were above average. Also, these results have steadily and significantly improved over the last three years. The results of national assessment tests in mathematics should at least match last year's results, and a small number of pupils are likely to surpass the national expectation of Level 2, showing that pupils who learn more quickly are achieving appropriately which is an improvement since the last inspection.
78. The school has implemented the National Numeracy Strategy well. Under this new

scheme of work and curriculum pupils undertake a range of work in all areas of mathematics. Samples of pupils work demonstrate that pupils have undertaken a wide variety of work on shape, space and measures, and tackled a range of problems involving handling data and investigation. Pupils make good use of their numeracy skills in other curriculum areas, such as science and information technology.

79. Although attainment in Year 1 is only approaching the expected levels for pupils of that age, this demonstrates very good progress in relation to pupils' level of attainment on entry to the school. A majority of pupils are able to supply number pairs that add up to ten and can count up and down from 100 in steps of five. They use and understand the related vocabulary of addition, such as 'add', 'sum', 'total', 'equals', and the symbols for addition and subtraction. Most pupils understand how to subtract by 'counting back', placing the largest number first, and some pupils are able to subtract a single digit from a two-digit number accurately and confidently. However, most pupils find difficulty in understanding the concept of 'the difference between'.
80. In Year 2, at the end of the Key Stage, pupils' attainment is generally satisfactory. The majority of Year 2 pupils are able to give pairs of numbers that add up to 20. They understand that subtraction is the inverse of addition. Most are able to state the subtraction corresponding to a given addition. A small minority are able to add a two-digit number to itself quickly, identifying it as a 'double', first adding the tens together, then the units. Most, however, are able to give an accurate, quick, mental response when 'doubling' numbers less than ten. A majority of pupils understand the concept of 'rounding up' and 'rounding down' to the nearest ten.
81. The quality of learning in lessons observed was good overall. This was mainly due to teachers' detailed planning, the maintenance of a 'brisk' pace throughout lessons, high expectations of work and behaviour and the generation of a good working atmosphere within the class. Pupils with special educational needs are catered for appropriately in teachers' planning with suitable tasks and additional support, and they make good progress overall towards the targets set for them.
82. Pupils' attitudes towards the subject and their behaviour in maths lessons are good. Pupils enjoy their mathematics work, especially the mental and oral activities, respond well to their teachers and, in the great majority of cases, work together well without the need for constant teacher-intervention.
83. Teaching in mathematics lessons was good overall. Planning for all mathematics lessons seen was based on the National Numeracy Strategy and complied with the recommended lesson format. In the best lessons, teachers ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide plenty of time for pupils to practise what they know and understand and allow appropriate time for them to explain their methods. In the very best lessons, the teachers motivated the pupils very well with their own enthusiasm for the subject and were constantly aware of pupils' progress and levels of understanding, varying their teaching methods to take account of this.
84. The school has implemented the National Numeracy Strategy enthusiastically and effectively. The co-ordinator has analysed the results of the annual national assessment tests carefully, identifying problems and providing teachers with strategies to overcome these. The school's results have been compared critically and effectively with the results obtained by schools of a similar nature. The co-ordinator is enthusiastic about the subject and proud of the considerable improvement in the school's results achieved in recent years, and especially that in 1999 when for the first time, a significant proportion of pupils attained standards above expectations for their age. Resources for the subject are satisfactory overall and appropriate additional resources to support the numeracy

strategy, such as number fans for the quick mental/oral activity at the start of each lesson, have been purchased.

## SCIENCE

85. Pupils achieve above average standards of attainment in science. This is a direct result of the very good quality of teaching at the end of the key stage. This encourages the pupils to work hard. They learn well and develop very positive attitudes to their work. The inspection findings reflect the National Curriculum tasks. The pupils maintain these high standards in comparison with results from similar schools. The school carefully analyses results and looks closely at achievements over the years. This is helping to improve standards. The school places a strong emphasis on the investigative element of science. These steps have a positive impact on the standards of pupils' work. The high standards show a very significant level of improvement since the previous inspection.
86. By the age of seven pupils' attainment is above the national average. All pupils understand the need for a fair test and know how to construct one. They say, write down and test their predictions. They give reasons for their predictions, write their results and draw conclusions from them. Most pupils apply their literacy skills well in their writing and use accurate scientific vocabulary. All pupils know the difference between living and non-living things and understand how to use simple classification systems. They know that plants need light and water to grow successfully. About two thirds of pupils in Year 2 correctly label the external parts of a plant. All know the function of the root and that it grows first. They know that the stem supports leaves and flowers and that new plants grow from seeds. The analysis of pupils' work shows that they successfully apply their knowledge of classification to their work on the properties of materials. Pupils of average and above average abilities understand that a bulb will not light if the circuit is open. All pupils make effective links with other subjects in their work. For example, they use block graphs to record findings, measure accurately, label drawings accurately and use their developing information technology skills well. An example of this is when some Year 2 pupils entered previously gathered information onto a database.
87. The quality of learning in science is overall good. Half of all learning is very good. By the age of seven pupils make very good progress in their learning. Pupils build very effectively on this progress as they move from Year 1 to Year 2. Their attainment reflects this rapid rate of progress. Pupils with special educational needs make good progress in their learning and understanding. This is particularly so in their ability to predict and give reasons for their predictions. Pupils of all abilities gain a good understanding of scientific skills and concepts as they move through the school. They show significant gains in their ability to consolidate and build on previous learning. This is particularly noticeable in the pupils' increasing ability to carry out scientific investigations. This is an improvement since the previous inspection. Pupils apply their knowledge from other areas of the curriculum well. For example, when using the computer to record their findings. They also make good progress in their understanding and use of a suitable and accurate scientific vocabulary.
88. Pupils in all classes show a high level of interest and enthusiasm for science. Attitudes to work are consistently good. The response in a quarter of lessons is very good. The response of the pupils to their work makes a positive contribution to their above average attainment. All pupils have a high level of motivation to work, concentrate very well and take much pride in their work. They rapidly increase their ability to work independently when carrying out investigations. This is an improvement since the previous inspection. All pupils work very well together. They discuss ideas and reason together to work out their ideas. Pupils work collaboratively when necessary. They are excited and enthusiastic about the investigative work they do but they listen carefully, follow instructions and behave in a responsible and sensible manner. Pupils relate well to

each other and adults. They pay due attention to safety issues.

89. The quality of teaching in science is overall good throughout the school. All teaching at the end of the key stage is very good. This is a significant improvement since the previous inspection. In all lessons teachers' planning has suitable learning objectives and clearly identifies extension activities. Hallmarks of the very good teaching are the quality of teachers' questioning, discussion and challenge of pupils' thinking. They give all pupils opportunities to discuss their findings. Lessons move crisply and teachers make very good use of the time available. The relationships between teachers and pupils ensure a high level of commitment by pupils. Teachers give pupils opportunities to engage in their own research and to plan and carry out their own investigations. Throughout the key stage the structure of lessons is good. Teachers are using the structure of the literacy and numeracy strategies very well in planning science lessons. They make good and effective use of the plenary session to make pupils aware of their learning and to reflect on their achievements. All the teachers have suitably high expectations of behaviour and achievement. This ensures pupils work hard and make progress. The management of class routines, control and discipline promote a sense of purpose to all work. The content and quality of individual lesson planning are good. All teachers match work well to the needs and abilities of pupils. This includes the quality and provision of work for higher attaining pupils. Most teachers have good subject knowledge and understanding and are enthusiastic about their teaching. Teachers make effective links to other subjects; for example, pupils explore environmental issues in geography.
90. The school has a policy and scheme of work for science. The scheme of work clearly details areas of work for different classes and age ranges. It gives teachers a good level of support and guidance for their planning and teaching. There are carefully planned steps to promote progression in the pupils' knowledge and understanding of scientific skills and concepts. The planning and organisation of the subject ensure coverage of the National Curriculum. The co-ordinator monitors all planning, checks pupils' work on a regular basis and monitors the teaching of science. Assessment of pupils' work in science is thorough and gives an accurate picture of attainment. All members of staff use the results of assessment very well to plan future work. There is equality of access to the science curriculum for all pupils. Pupils and teachers make very effective use of the good resources and accommodation to maximise learning opportunities. There is a very good level of improvement since the previous inspection.

## **ART and DESIGN AND TECHNOLOGY**

91. No design and technology lessons and only one art lesson were observed during the inspection, providing insufficient evidence on which to make secure judgements on the attainment, quality of teaching or learning in both subjects. Evidence from the samples of work seen in pupils' files and on display around the school, however, suggests that pupils undertake a satisfactory and appropriate range of activities in both subjects. In art, pupils are given opportunities to utilise a range of materials and techniques including collage, observational drawings and computer paintings, and study a satisfactory range of artists, including works by Piet Mondrian, Jackson Pollock and Vincent van Gogh. In design and technology, pupils work successfully with a wide range of materials and are provided with opportunities to both make and design.
92. In design and technology, pupils in Year 1 have made levers and two-dimensional hinged puppets successfully. In Year 2, during the current year, pupils have designed and made models such as wheeled vehicles. They have made and designed multi-coloured coats for Joseph, made pop-up cards using a design pro-forma and worked with a variety of construction kits. The quality of this work was as expected for pupils of their age.

93. In art, in the one lesson observed, Year 1 pupils making a collage picture of the view from the back of the school were exploring carefully the tools and techniques of collage and producing ideas and images. They were selecting resources for the way they look and working with materials and tools with imagination. The quality of teaching in the one lesson observed was satisfactory and pupils responded well to the task. Scrutiny of pupils' work undertaken during the current year shows that most pupils throughout the school are producing work of a standard appropriate to their age. For example, Year 1 pupils have undertaken observational drawings, made self-portraits in pencil and produced oil pastel studies based on Van Gogh's paintings of his bedroom in Arles. Pupils in Year 2 have used the classroom computers to make and print colourful images based on the work of Jackson Pollock and Piet Mondrian and three-dimensional work of "Newclay" faces and house tiles. Other examples show that pupils use their artistic skills to support other subjects, such as drawings they made of a cathedral during a history visit and lines of symmetry linked to a mathematics lesson.
94. There are appropriate policies and schemes of work in place for both subjects. The school has adopted the government-recommended scheme of work for design and technology and is currently evaluating the recently published recommended curriculum for art. These enable pupils to develop their skills in a progressive way as they move through the school. There is a satisfactory range of resources for both subjects. Each class has a "Technology Box" with the basic tools and there is a "Technology Trolley" stored centrally which can be wheeled easily into classrooms. In design and technology, assessment tasks are built in at the end of each unit of work and individual attainment in the subject is recorded on design and technology assessment sheets. In art, the co-ordinator is building up a portfolio of pupils' artwork at appropriate levels of attainment.

## **GEOGRAPHY**

95. Throughout the school pupils learn well and make good progress in developing their knowledge and skills in geography. By the age of seven, standards in geography are at least in line with those expected from pupils of similar age and this is similar to the judgement made at the last inspection. The school successfully promotes a broad and well-balanced curriculum. This covers a range of topics that promote a good understanding of mapping skills, of the local environment and knowledge of contrasting features of countries around the world.
96. Pupils are developing their mapping skills well. For example in Year 1 they plot their route around the school with accuracy and confidence. This enables them to increase their knowledge, understanding and skills in plotting and reading maps. They know that they can see the Isle of Man and Scotland from the school playground. Most pupils in Year 1 examine the features of their surroundings, human and physical, confidently. This gives them a firm foundation for work in Year 2. By the age of seven pupils have a good understanding of the place of Kells in relation to towns such as Whitehaven and Carlisle. They are developing a good understanding of its position in relation to places such as Canada and Morocco. The pupils compare similarities and differences between localities well. This is a good level of improvement since the previous inspection.
97. The pupils' quality of learning is good and most pupils make good progress in developing their geographical skills and knowledge. The pupils who have special educational needs receive good quality support. This enables them to work alongside their classmates and make good progress. Pupils' learning shows an increasing knowledge and understanding of geographical concepts. This is particularly noticeable in the work on Carlisle. All pupils make good progress in developing and using an accurate geographical vocabulary and in refining their mapping skills. They make effective use of a programmable toy to help develop their mapping skills.



98. The pupils enjoy talking about their work and respond confidently to questions. They co-operate well together in discussions. Pupils take pride in their work, which is accurate and well presented. They behave well in lessons and relate well to each other and adults.
99. The quality of teaching is overall good. Teachers plan their work carefully and ensure that the work builds on pupils' previous knowledge and understanding. The teachers have clear expectations of achievement and progress and share these with the pupils. This gives the pupils a clear understanding of the work and successfully promotes independent learning. The teachers' use the plenary sessions at the end of lessons well to make the pupils aware of what they have learnt.
100. There are good links with other curriculum areas. For example, pupils develop their literacy skills well as they write factual accounts and label charts and maps accurately. They use their knowledge of science to explain processes of evaporation. The school's scheme of work provides a clear framework for the teaching of geography. It has suitable guidelines for teachers. These enable the teachers to plan careful steps of progression in learning for each year group. Planning meets the requirements of the National Curriculum. The co-ordinator monitors planning forecasts and pupils' work to ensure good standards. The provision for systematic and structured monitoring of teaching and classroom work is very good. The arrangements for assessment in geography are effective in determining future work. There are sufficient resources to develop work in geography. The school has a suitable range of good quality maps, atlases, globes, artefacts and books. All resources are readily accessible for use and all staff use them well to support pupils' learning. The school makes very effective use of the rich range of locally available external resources to enrich and enhance the curriculum.

## **HISTORY**

101. Pupils throughout the school learn well and make good progress in acquiring historical knowledge and understanding. Pupils, by the age of seven achieve standards at least in line with those expected of seven year-olds nationally, which matches the judgements of the last report.
102. By the age of seven pupils have a well-developed understanding of the passage of time and of the division of time into periods. They have a good recall of past events. For example, some Year 2 pupils remembered earlier work about life in Victorian times well. Pupils compare past events with those in their own lives and distinguish fact from fiction. They listen carefully to visiting speakers and ask pertinent questions about life as a child 60 years ago. All pupils, including those with special educational needs, demonstrate above average progress in their learning and understanding of history. They sequence events accurately and present their work carefully.
103. All pupils, including pupils with special educational needs, show good progress in learning and acquiring new facts. They develop a good understanding of how past cultures affect present ones. An example of this is when pupils ask questions about holiday entertainment 60 years ago. All pupils are interested in learning about the past and concentrate well. They are polite and listen attentively. There is a good rapport amongst pupils and between pupils and adults. Pupils take pride in their work and enjoy talking about it to visitors. For example, a Year 2 pupil talked enthusiastically about the history of the class shown in a class diary.
104. The pupils use their developing literacy and numeracy skills well in history. They write accurate factual accounts, imaginative narratives and use language to good effect when describing events. They use a time line well to sequence events. Pupils make effective use of computers to support research in history.

105. The quality of teaching is overall good. This is an improvement since the previous inspection. Teachers base their planning firmly on the National Curriculum for history. The quality of planning is good. It has clear learning objectives that explain what pupils are expected to learn and understand. This ensures that pupils cover a suitable range of work. Teachers' careful and thorough preparation of a range of suitable resources makes a positive contribution to the quality of pupils' learning. The effective use of support staff ensures that all pupils make good progress in their learning. Hallmarks of the good teaching are the use of questions to explore and develop knowledge and the use of the plenary session. This session at the end of the lesson makes pupils aware of what they have learnt. It promotes their speaking and listening skills well when they share their work with the rest of the class.
106. Resources, books, posters and artefacts, are good in both quality and quantity. They are readily accessible for use and all members of staff use them effectively to enhance pupils' learning. There is structured monitoring of the effect teaching is having on standards. The teachers assess pupils' achievements very well. The assessment procedures are very well structured and give a good picture of pupils' achievements and attitudes to work. This is an improvement since the previous inspection.

## **INFORMATION TECHNOLOGY**

107. Three whole-class lessons were observed during the inspection. In addition to this a number of lessons were observed where pupils were working at the computer and samples of on-screen work and print-outs of work produced using the computers were scrutinised. This provided sufficient evidence to indicate that pupils make good progress in the subject as they move through the school and that attainment in information technology is generally above that expected for seven-year-olds nationally at the end of the key stage. This represents an improvement since the last inspection. Pupils with special educational needs are supported well in information technology.
108. In the two Reception/Year 1 lessons observed, part of a series of lessons culminating in pupils inputting information into a computer database, pupils were successfully making whole-class pictograms of methods of transport. They were exploring competently the use of computers in everyday life, collecting data in preparation for entry onto a database, sorting and classifying information and presenting their findings. In Year 2, pupils exploring questions were constructing 'flow charts' to sort types of fruit into categories, formulating such questions as, "Do you peel it before you eat it?", "Is it juicy?". Pupils were using information technology to help communicate ideas by assembling symbols.
109. Pupils' response to working at the computers in lessons and the quality of learning during these activities was good, although the quality of behaviour in the lessons observed ranged from good to unsatisfactory. Where pupils' response was unsatisfactory, in one lesson, this was a direct result of the unsatisfactory quality of teaching in that lesson. In most cases, however, pupils are well-motivated, work together well, take turns and work independently, generally without the need for constant teacher intervention or supervision.
110. The quality of teaching in the lessons observed ranged from good to unsatisfactory and was satisfactory overall. In the best lesson, the teacher had very good subject knowledge and was clearly very enthusiastic about the subject. She had produced a very detailed plan for the activities, made good use of questioning and motivated pupils well by setting an "IT challenge for the week" at the end of the lesson. However, in another lesson the teaching was unsatisfactory mainly due to the teacher's ineffective classroom management. The teacher failed to gain or maintain the full attention of the pupils and was inconsistent in her explanations and expectations of behaviour, with the result that the noise level was very high and little progress was made. Although, throughout the

lesson, pupils were constantly and increasingly firmly admonished for their restless behaviour, the teacher failed to promote good behaviour by the use of positive praise for the pupils who were behaving appropriately.

111. The co-ordinator for the subject is well qualified and very enthusiastic and provides very good leadership for the subject. The government-recommended scheme of work for the subject has been adopted and the units of work are being taught throughout the school. The school's information technology resources have, just prior to the inspection, been improved significantly. Additional funding from government funds has been used to purchase additional computers and an Internet link. These new resources are being used effectively, pupils have taken part in the 'Tesconet' Millennium scheme and are beginning to use the Internet, with assistance, to find information. The new resources are beginning to have an impact on teachers' skills and confidence and these should further improve significantly now that the school has been awarded 'New Opportunities' funding for training in information technology. This will involve each member of staff identifying their needs and taking part in a series of information technology workshops over a period of six months, commencing shortly after the inspection.

## **MUSIC**

112. Pupils make good progress in their musical knowledge and understanding. By the age of seven they achieve above average standards in their composing and performing skills. This represents a good level of improvement since the previous inspection.

113. By the age of seven pupils use dynamics and timbre very well to create a weather sound picture. This work has good links with their topic about the seaside and with their work in geography. They make effective use of symbols to record their compositions and pay attention to rests in the music. All pupils know to stop and start in time to the conductor's instructions. An example of this is seen in one class where the conductor made up a story for the pupils to play as they followed the symbols. Pupils throughout the school show good control of their voices. They sing sweetly and enthusiastically from memory and in unison. They maintain accurate rhythm to piano accompaniment. The pupils maintain acceptably accurate pitch when they sing unaccompanied. They stand to sing, maintain correct posture and sing with clear diction. The pupils listen carefully and attentively to music in assemblies. These standards are an improvement since the previous inspection.

114. Throughout the school pupils make good progress in their learning. By the age of seven pupils make very good progress in their learning and acquisition of musical skills. They consolidate and develop their musical knowledge and skills well. This begins in Year 1 and, as pupils move through Year 2, the rate of progress increases. They build on their skills of performing and work hard to improve their skills in composing and performing. They make good progress in learning how to create scores using symbols. The school records performances to let pupils reflect on and assess their achievements. This also demonstrates the progress pupils make as they move through the school.

115. The pupils respond very well to music throughout the school. They clearly enjoy listening to music and performing. An example of this is the whole school singing session where pupils put their all into the singing and had sheer delight in their eyes. All pupils show great respect for the efforts of others and respond very well to their teachers. Most pupils have very good levels of determination to succeed. They work hard to produce good quality work. All pupils, including those who have special educational needs, co-operate very well together in lessons and work collaboratively when the need arises.

116. The work in music makes a positive contribution to the development of pupils'

speaking skills. They learn words from memory and practise clear diction in their singing. Pupils make satisfactory use of information technology to support their work in music. They use the computer to carry out independent research into musical instruments.

117. The quality of teaching in music is consistently good. Teaching at the end of the key stage is very good. This is an improvement since the previous inspection. This consistently high quality of teaching has a positive impact on raising pupils' standards and progress in music. The teachers' planning shows a suitably high level of subject knowledge and understanding. In Year 2 the lively and enthusiastic teaching motivates and enthuses pupils to achieve well. All the teachers manage and organise music lessons well. This promotes a sense of purpose to the pupils' work. The teachers have suitably high expectations of what the pupils can do. The work challenges pupils' skills and ensures there is clear progress. This is an improvement since the previous inspection.
118. The school provides equality of opportunity and access to the whole music curriculum. This includes pupils with special educational needs. Music makes a good contribution to pupils' spiritual, social and cultural development. Resources for music are good. This is an improvement since the previous inspection. They include a range of instruments from western and non-western cultures. The resources are suitable for the needs and age range of pupils and are readily accessible. Staff and pupils make effective use of them. The curriculum for music is varied and interesting. It covers all strands of the National Curriculum. The co-ordinator gives teachers very helpful support and guidance. The procedures for assessing achievement and attitudes to work in music are very good. All teachers use them very well to plan future work. This is an improvement since the previous inspection.

## **PHYSICAL EDUCATION**

119. Pupils make at least satisfactory and often good progress in their learning and attain standards expected for their ages by the end of the key stage which is similar to the judgements made at the last inspection.
120. Year 1 pupils undertaking a games lesson were recognising the short-term effects on their bodies when exercising. They responded willingly to instructions and were developing their control in the basic actions of travelling, turning and jumping. Some were developing confidence and independence in their work whilst experimenting and practising different ways of moving over and round a rope. Pupils in Year 2 were using beanbags and balls to develop their skills of throwing and catching and many were exhibiting good hand/eye co-ordination. In all lessons observed pupils had a good awareness of space and the need for their own space to practise skills.
121. Pupils thoroughly enjoyed their lessons and most gave full concentration to the activities and consequently improved their performances. This was particularly so in a Year 2 lesson when pupils were striving to skip with a rope. Pupils work together well, relating well to their peers and to adults and, in most cases, taking part in the activities confidently and supporting each other appropriately. A good example of this occurred during a warm-up session involving a running and catching game when one pupil explained to another exactly how he should stand when caught.
122. Taken overall, teaching is good, although both satisfactory and very good teaching was observed. In the best lessons, teachers gave very clear instructions and explanations so that pupils were totally clear about what they had to do. In these lessons teachers also promoted learning well through demonstration of the correct way to develop skills and made effective use of pupils to show good examples of practice. Most teachers used praise appropriately, had high expectations of pupils' work and behaviour and maintained a very good pace throughout the lesson, changing activities frequently to maintain pupils' interest and enthusiasm. In all lessons observed teachers paid due attention to safety, and all lessons started with a warm-up and ended appropriately with a cooling down session.
123. The school has an appropriate policy for physical education and uses a commercial scheme of work that ensures skills are developed systematically as pupils move through the school. In general, resources for the subject are good. Small apparatus is stored neatly in colour-coded crates, creating easy accessibility. Teachers have recently undergone training for a specific games scheme and through this have gained further resources. The hall is spacious and can accommodate all aspects of the physical education curriculum, for example, games if the weather is not suitable for outside activities.

## **RELIGIOUS EDUCATION**

124. Pupils, in general make at least satisfactory progress in their learning as they move throughout the school and attain standards by the time they leave school in line with the recommendations of the locally agreed syllabus. This judgement is similar to that of the last inspection.
125. Year 1 pupils understood that Jesus lived in a country with a very different climate and landscape to their own. Through looking at photographs of modern Jordan they identified aspects that would not have existed in the time of Jesus. Although they recognised that market places would have been central to most villages when Jesus lived, they knew that some of the clothing worn by people would not. Pupils in Year 2 through hearing and acting out the story of Zacchaeus were developing an understanding that Christians

believe that knowing Jesus can change and improve people's lives. Earlier work shows that pupils have had appropriate opportunities to take part in Christian festivals, explore their feelings and gain knowledge of the Muslim faith.

126. In the lessons observed the pupils were attentive and generally well motivated. This was especially so in the lesson with the Year 1 pupils who enjoyed dressing up in typical Beduoin clothing and tasting figs and dates, the kind of fruits that Jesus might have eaten. Pupils in Year 2 were keen to take part in role play of the story of Zacchaeus.
127. The teaching overall was good and in one lesson it was very good. At the beginning of the lessons, the teachers, through skilful questioning techniques, encouraged pupils to recall previous learning and then effectively built on it. Teachers gave clear explanations and instructions and had high expectations of good behaviour which the pupils respected. Both teachers drew on and developed pupils' literacy skills successfully. For example, Year 2 pupils, in their follow up activity, built up the story of Zacchaeus by sequencing key sentences correctly.
128. The school follows the local education authority agreed syllabus in which the teachings of Christ are emphasised, along with the sense that all great religions have something to offer, and should be considered carefully. Resources are adequate and are continually being built up to meet the demands of the subject.