

# INSPECTION REPORT

**HOLLAND HOUSE INFANT AND NURSERY  
SCHOOL**

Sutton Coldfield

LEA area: Birmingham

Unique reference number: 103360

Headteacher: Mrs Luciana Allsopp

Reporting inspector: Mrs Janet Gill  
18706

Dates of inspection: 24<sup>th</sup> to 26<sup>th</sup> June 2002

Inspection number: 196196

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Holland Road Sutton Coldfield West Midlands
Postcode:	B72 1RE
Telephone number:	0121 464 3654
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Richard Dean
Date of previous inspection:	30 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	Mathematics Art and design Foundation Stage Equal opportunities Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
19664	John Bayliss	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
22182	Fiona Robinson	Team inspector	English History Music Religious education English as an additional language	How good are the curricular and other opportunities offered to pupils?
8326	John Stringer	Team inspector	Science Design and technology Information and communication technology Geography Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Holland House Infant and Nursery School, situated in Sutton Coldfield, has 172 pupils (90 boys and 82 girls) in six classes. In addition, 52 children attend the Nursery part-time. The school is smaller than at the time of the last inspection but about average for a primary school. This follows a strategic decision to reduce nursery places to the present number. Most pupils attending the school live in the locality. The proportion of pupils (14.5 per cent) eligible for free school meals is around average and those with special educational needs (14.28 per cent) is below average, but both are increasing. Three children have a statement for special educational need, which is below average. Eight pupils (4 per cent) speak English as an additional language, which is above average, but none are at an early stage of English language acquisition. Sixteen per cent of pupils are from a minority ethnic background. Pupils' mobility is quite high; 16 have joined the school and 11 have left since September 2001. Attainment on entry is more variable now but is broadly average with some higher attainment as confirmed by entry data. The school has successfully achieved Investors in People, Charter Mark and Quality Mark status.

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

Holland House Infant and Nursery School is an effective school. The headteacher, strongly supported by the deputy headteacher, staff and governors, provides the school with very good leadership. Many good improvements have been achieved. The quality of teaching is good and is having a positive impact on learning, pupils' attitudes and their behaviour and, as a result, standards are improving, particularly for higher attainers and those with special educational needs. The school uses its resources well and offers good value for money. This is an improvement from the previous inspection.

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

- The headteacher provides very good leadership and, together with governors, staff and co-ordinators, has worked hard to improve the quality of education and raise levels of attainment.
- The quality of teaching has improved since the last inspection. It is now good and having a positive impact on rising standards. Support staff play a significant role in helping pupils learn effectively.
- Pupils' attitudes and behaviour are good in this particularly caring school, where relationships are very good. They enjoy school and are keen to learn.
- The procedures for identifying pupils' needs, assessing their work and monitoring their progress is good in English and mathematics. This ensures that all pupils, including those with special educational needs, those who speak English as an additional language and higher attaining pupils are included well in learning activities and their specific needs are effectively met.
- Links with parents are very good; they make a very positive contribution to children's learning.
- Financial planning supports the school's educational priorities very well.

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

- Standards of writing do not match those of reading, particularly for the higher attaining pupils.
- Assessment in science and the foundation subjects is not as well developed as in English and mathematics.

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

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

The school has improved significantly since it was inspected in July 1997. The majority of weaknesses identified then have been addressed well, with considerable progress having been made since the appointment of the present headteacher. The school has improved the quality of leadership and management, teaching and learning, the curriculum, assessment and accommodation. Assessment procedures are good in English and mathematics. Positive developments are the rigorous monitoring of teaching and learning and the analysis of data and the subsequent action being taken. The school has

improved standards in reading, mathematics and science for the higher attaining pupils with a significant proportion gaining higher levels. The school now meets the recommended teaching hours. There is a strong commitment towards raising standards and the school is very well placed to continue to tackle its priorities.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			Similar schools	
	19 99	2000	2001	2001	
Reading	A	A	C	C	well above average A above average B average C below average D well below average E
Writing	A	C	B	B	
Mathematics	C	D	C	D	

In 2001, Year 2 National Curriculum tests, standards in reading and mathematics were average, but in writing above average. In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results were average for reading, above average in writing and below average in mathematics. Teacher assessment indicated that pupils' attainment in science was average. Children start in the Nursery with broadly average attainment and they make good progress. By the end of the Foundation Stage, most children achieve the early learning goals. Many exceed them particularly in reading, mathematics and personal, social and emotional development.

Currently standards at the end of Year 2 in reading, mathematics, writing and science are average. However, the proportion of pupils working at higher levels is above average in reading, mathematics and science. This is not the case in writing and the school has set raising the achievement in writing, as a priority. The school's very good monitoring procedures identified that the ability of the present Year 2 pupils was lower than in 2001. However, by effective targeting and support, pupils with special educational needs and higher attaining pupils made good progress and more pupils worked at the higher levels and fewer at the lower levels. Given the increased focus on English and mathematics, it is good that the school has maintained average standards in geography, history, information and communication technology (ICT), music and physical education (PE). Provision has improved in design and technology (DT) and religious education (RE) and standards are now in line with those expected for seven-year-olds. Standards in art and design, good at the time of the last inspection, are now satisfactory. This is because pupils have limited opportunities to learn about art and design from non-western cultures and in some areas, skills are not taught in a progressive manner.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes, are keen to come to school and eager to learn. The youngest children settle into school well. Good attitudes are shown towards pupils with special needs, who respond in kind.
Behaviour, in and out of classrooms	Pupils' behaviour is usually good and frequently very good in lessons. There have been no exclusions in the last year.
Personal development and relationships	Relationships are very good. Pupils play well together and care for each other. They use their initiative well and enjoy taking responsibility undertaking the activities diligently and with enthusiasm.



Attendance	Attendance levels are very high, with very little unauthorised absence. Pupils are punctual and very good attendance promotes learning well.
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Pupils' very good relationships, good attitudes and behaviour have a positive impact on their learning.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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.*

Improved quality of teaching is helping standards to rise and supporting pupils' good attitudes and behaviour. Of the 39 lessons seen, five were very good and 27 good. None was unsatisfactory, in contrast to the previous inspection. Good teaching was observed throughout the school, including the Foundation Stage, and in many subjects. Pupils are taught basic skills well. Teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies which are helping pupils to progress well, for example, when pupils are taught to apply their mathematical knowledge to a variety of situations, as seen in Year 1 and Reception. There are significant strengths in teaching. Overall it is good in English, mathematics, science, geography, history, music and RE. However, although teaching and learning was often good in lessons observed, the better quality of teaching has not yet had enough time to have made a significant impact on standards in all subjects. Nevertheless, learning is good because teachers' expectations are high in respect of work and behaviour and interesting activities are provided which help to motivate pupils. The quality of planning is good. Work is usually matched to pupils' ability. There is better challenge for the higher attaining pupils and pupils with special educational needs are helped effectively by learning support assistants. This is helping to raise standards, with pupils gaining the higher levels in reading, mathematics and science and fewer pupils working at the lower levels. Teachers use effective questioning to focus, check and extend pupils' thinking. The management of pupils is very good and is based on the very effective behaviour procedures and very good relationships. This results in pupils concentrating well and working hard. Very good teamwork between the teachers and nursery nurses help to create a stimulating environment, where effective learning takes place. Day-to-day assessment is satisfactory. However the quality of marking is variable. Where it is good and targets are shared with pupils, it helps them to understand what it is they need to do next to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum, including the Foundation Stage, has improved and is now good. Statutory requirements are met. A good emphasis on English and mathematics is helping to raise standards. The provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in both literacy and numeracy, where support staff provide valuable help. Pupils' individual education plans are relevant with appropriate targets for improvement.
Provision for pupils with English as an additional language	Good. Pupils are effectively supported and included in all aspects of school life, which helps them to make good progress and achieve as well as other children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good attention is given to social and moral development. Pupils are encouraged to participate fully in the school and take responsibility for themselves and think and care for others. Spiritual and cultural development has improved and is now satisfactorily promoted.
How well the school cares	The school's very effective support enhances the quality of education

for its pupils	provided. It is a caring, supportive community where obligations for child protection and for ensuring pupils' welfare are met very well. Good procedures are in place for assessing pupils' academic progress in English and mathematics and are developing in other subjects.
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Parents are very supportive of the school. They think it is a very good one. The impact of parents' involvement on the work of the school and the quality of information provided for them are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher manages very effectively, setting a very clear direction for the school. She is supported efficiently by the deputy. There is effective teamwork with corporate commitment to improvement. Co-ordinators are enthusiastic, knowledgeable and manage their subjects efficiently.
How well the governors fulfil their responsibilities	Governors undertake their responsibilities well. They know the school well and have a clear understanding of its strengths and weaknesses.
The school's evaluation of its performance	The school has very effective strategies to evaluate its successes and weaknesses and is well aware of its overall performance. Very detailed analysis and rigorous monitoring has led to good improvements and a school that is effective.
The strategic use of resources	Strategic planning is very good. Educational priorities are closely linked to the finances available. Specific grants are used very well to help pupils with special educational needs make good progress. Despite high costs the school offers good value for money.

The principles of best value are understood well and implemented by the headteacher and governors. Staffing provision and learning resources are good. Administrative staff are well organised and conscientious. Accommodation is maintained well and has improved; it is now good.

## 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>Children like school and they make good progress because they are expected to work hard.</li> <li>Behaviour is good, as is teaching.</li> <li>They feel comfortable approaching the school with suggestions or concerns.</li> <li>The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>The school's homework policy.</li> <li>The range of activities outside lessons</li> </ul>

The inspection team agrees with the positive views of parents but finds no support for the concerns. Homework and the range of extra-curricular activities are satisfactory given the age of the pupils

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

- Overall standards of achievement are similar to those found when the school was last inspected in July 1997, but the proportion of pupils attaining the higher levels in reading, mathematics and

science has risen. Early indications of the present test results confirm this trend. However, there has been an increase of children entering the school with special educational needs, eligibility for free school meals and complex social factors. In addition, the rate of pupils entering and leaving the school during the year has risen. In effect, this means that standards have risen despite increasing difficulties. This is the result of hard work by the headteacher, deputy and staff, many new to the school, including the headteacher. They have put into place a number of effective strategies to bring about improvement, which are beginning to have an impact on standards pupils achieve.

2. Standards of attainment for seven-year-olds in the National Curriculum tests in 2001 were in line with the national average in reading and mathematics, and above average in writing. When compared to similar schools they were average in reading, above average in writing and below average in mathematics. The number gaining the higher level was about average in science, below average in mathematics and above average in reading. Early indications show that the number of pupils reaching Level 3<sup>1</sup> in the latest National Curriculum tests during the summer of 2002 are above average in reading, mathematics and science. In writing, they are around average for pupils reaching the average level and still too few reach the higher levels.
3. When children start in the Nursery their attainment is broadly average with a little higher attainment in all areas of learning. Children make good progress, including those with special educational needs, those from ethnic minorities and those for whom English is an additional language. Children enter the Reception classes with around average attainment and by the end of the Reception year many achieve the early learning goals. However, in all areas of learning, a significant proportion of children achieve higher standards and are above that level expected for children of a similar age. Higher achievement is found in aspects of communication, language and literacy, mathematics, knowledge and understanding, creative development and physical development.
4. Inspection evidence shows that at the end of Year 2, pupils attain average standards in reading, writing, mathematics and science. The present Year 2 pupils have not yet had the full advantage of some of the early years' strategies brought in to improve standards. Consequently over time, their rate of progress has been sound, although accelerated just recently, as evident in many lessons observed during the inspection. However, the present Year 1 and Reception children are making better progress and high achievement is evident in many subjects. The school is not complacent and has plans to extend the successful targeting of pupils with the potential to gain the higher Level 3, along with other strategies to raise the achievement of pupils just gaining the average Level 2. The school is particularly aware that it needs to raise standards in writing by continuing to use the successful Early Literacy Support (ELS) and the use of a commercial scheme to promote letter sounds and names.
5. In the foundation subjects, there has been a good improvement in most subjects and all meet national expectations for seven-year-olds. In the last inspection, standards in design and technology and religious education were below that expected and in ICT pupils were only just approaching the expected levels of attainment. Pupils now develop their skills using a range of media in design and technology. They carry out the processes of designing, making and evaluating the end product. Standards in RE now meet the locally agreed syllabus and pupils make satisfactory progress in their understanding and knowledge of Christianity and that of other world faiths. There has been good development of pupils' skills in ICT, which has helped to raise standards which are now securely in line with the national average.
6. Average standards have been maintained in geography, history, music and physical education (PE) by seven-year-olds, although there have been improvements within all the subjects. This is linked to the subjects being taught in a more progressive manner and good attention to skills development. There is good attention to health and safety, for example in PE, which helps pupils learn and implement safe practices during the lessons. Singing in music is particularly good. Standards were above average in art and design in the last inspection; they are now average. There were comments in the last report about pupils not having sufficient choice over their choice of tools; this is still the case. In addition there are limited opportunities for pupils to learn about art

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<sup>1</sup> Level 2 is the average level pupils of seven attain in the National Curriculum tests taken during the summer term. Level 3 is above average for seven-year-olds.

and design from non-western cultures and in some areas, such as making masks, skills are not taught in a progressive manner.

7. The school has managed to combine raising the standards of higher attaining pupils in the core subjects with a good curriculum offering a wide range of interesting opportunities for learning. The school has incorporated Qualification and Curriculum Authority (QCA) national guidance into its own schemes of work, which has also helped to raise standards. This is because there is a clear progression in pupils' skills and interesting activities to help them practise their newly acquired skills, such as mapping in geography. Although in art and design, the progression of skills is not secure in some aspects of the subject. In ICT, teachers are teaching skills appropriately and giving pupils more opportunities to practise them in a variety of situations in many subjects, such as English, mathematics, science and design and technology. However, the use of the Internet for research is limited.
8. The school makes good arrangements to ensure that all pupils are included in the full range of activities. This ensures that there is little difference in the progress and attainment of boys and girls. Effective evaluation indicated that girls were underachieving in mathematics in the 2001 National Curriculum tests. This has been addressed and early indications in recent tests show that there has been a good improvement in the achievement of girls. Provision for pupils with special educational needs is effective. They make good progress, both in lessons and over longer periods of time. This is similar to the previous report. Those with specific learning programmes have work pitched at the right level and are supported effectively by their teacher, nursery nurses, integration assistants and learning support assistants, two of whom have specialist training. This helps pupils make good progress towards achieving their individual educational and behavioural targets.
9. Pupils with the potential for higher achievement are usually set work at a level appropriate to their ability. This is evident as there are more pupils reaching higher levels in the National Curriculum tests and tasks in reading, mathematics and science. These improvements are significant because the present Year 2 has a far higher percentage of pupils with special educational needs, particularly with learning difficulties, including two pupils with statements, than in the rest of the school. In addition, there are several other factors that have an impact on the present Year 2 pupils' achievements. Some of them have behavioural, social and emotional difficulties, are poor attenders and have joined the school after Reception. All these factors has a significant impact on the standards achieved by the year group overall.
10. Setting pupils by ability across Year 2 in literacy and numeracy has helped to challenge higher attainers because work is set specifically for them. In addition, closer tracking of individual pupils in literacy and numeracy, including use of standardised tests and termly analysis of levels attained in writing has contributed to improvements. From this information the mathematics co-ordinator identified a group of Year 2 pupils who were capable of higher achievement and through target teaching has helped them to achieve higher standards.
11. Pupils within minority ethnic groups or for whom English is an additional language make good progress in learning English, although none of them is at an early stage of English acquisition. Attainment in the tests at the end of Year 2, show that five of the six pupils in this group achieved at least the average Level 2+ across all subjects.

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

12. When inspected in 1997, pupils' attitudes to learning, their behaviour and attendance were all judged to be satisfactory. Social relationships were good and pupils willingly took on increasing responsibilities as they progressed through the school. The position is much improved now.
13. Pupils' attitudes to school are good. They contribute considerably to the standard of learning achieved by the school. Pupils are enthusiastic and are keen to learn. They are confident and relate easily with adults, although never in a disrespectful way. They listen carefully and courteously to teachers, almost all willingly participating in question and answer sessions, doing so in a sensible and mature way. There is a keenness to collect rewards for good behaviour and effort. Inspectors confirm the view of parents that the school is helping pupils to become mature and responsible individuals.

14. The children in the Nursery and Reception classes have settled into school well and have quickly adapted to routines. Very effective teaching in personal, social and emotional development helps children to have positive attitudes and behave well which contributes well to the good learning in both Nursery and Reception. Children relate very well to all staff and each other and develop their independence well through the good opportunities provided. When appropriate they sit quietly and listen very well to staff and each other. For instance, at music time in the Nursery, although keen to play the instruments, they sit patiently waiting for their turn.
15. Pupils' behaviour in classrooms, in the playground, when moving about the school, and when eating their lunch, is rarely less than good and is frequently very good, as in a Year 1 numeracy lesson when stimulating teaching ensured that all pupils were fully involved enjoying the learning experience. This is a much-improved picture since the previous inspection reflecting well on the revised whole school approach to behaviour management. Break times are pleasant social occasions when the pupils behave well, with boys and girls of all ages playing happily together. No unsatisfactory behaviour, other than of a very minor nature, was observed during the inspection. Nothing was seen to suggest that when misbehaviour occurs it is oppressive, or that there is vindictive bullying or sexism within the school. There were no exclusions in the year preceding the inspection.
16. Pupils with special educational needs are fully included in all aspects of school life. They mostly have positive attitudes to their work and learning; they try hard and they concentrate at their tasks until they are completed. These pupils settle to work willingly on most occasions, and they relate well to their classmates.
17. Pupils' personal development and the relationships that exist within the school are good. There is social inclusion within the school and harmonious relationships exist throughout the school community. Pupils of all ages respond well to the school's good provision for their personal development, which contributes to a positive learning environment within the school. When given the chance to be responsible or display initiative, for example, when looking after attendance registers, acting as table monitors, choosing activities in the Nursery or when getting out or putting away equipment in the classrooms and elsewhere, the pupils happily volunteer, undertaking the activities diligently and with enthusiasm. They work well on their own or in groups readily taking turns and offering to help each other. Relationships are very good, both among pupils and between pupils and adults. Though still quite young, the pupils already show respect for the values and beliefs of others and this is apparent in the way they relate to each other, both in lessons and elsewhere.
18. Pupils' attendance has improved since the previous inspection and is now very good. There is negligible unauthorised absence and no evidence of truancy. Punctuality in the morning is generally good, although some pupils who live a distance from the school are occasionally late because of public transport or parking difficulties. When instances of lateness occur, they are usually of a minor nature and are not disruptive to lessons. Very high levels of attendance provide a secure basis for learning.

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

19. Improvement in the quality of teaching has made a significant contribution to the better provision in the curriculum and a rise in standards seen since the school was last inspected. The quality of teaching is good, with some that is very good. In the July 1997 inspection, the overall quality of teaching was considered sound. Around 90 per cent of lessons were satisfactory or better, with ten per cent very good and ten per cent unsatisfactory. The lessons ranged from very good to unsatisfactory. Improving the quality of teaching and learning was a key issue in the previous inspection. Now, all lessons were at least satisfactory with 82 per cent of all teaching, good or better. There was no unsatisfactory teaching observed. Of the 39 lessons seen, 27 (69 per cent) were good and 5 (13 per cent) very good. Good teaching was observed throughout the school, including the Foundation Stage, and in many subjects. The overall quality of teaching is good in English and mathematics, history, music, PE and RE. No teaching was observed in art and design and ICT, but from the available work, planning and discussions with pupils, teaching is judged to be at least satisfactory. That the standard of teaching has improved is largely due to the rigorous monitoring of teaching and learning supported by good professional development. Also, the successful implementation of the National Literacy and Numeracy Strategies, together with other

recent developments in literacy and numeracy, has given teachers considerable expertise in these subjects. The high levels of good and better teaching result in good learning taking place throughout the school by highly motivated and hard working pupils.

20. The quality of teaching in the Foundation Stage<sup>2</sup> is consistently good. Very good teamwork between the teachers and the nursery nurses and learning support staff helps to create a stimulating environment where much effective learning takes place. Planning is good in all areas of learning. It is imaginative and resources are used very well to enhance learning, for example, in the well-equipped role-play areas in both the Nursery and Reception. As a result, children learn to work and play together well and use their imagination and communication skills effectively. A new outside area has been developed for the children and was used well during the inspection to promote all areas of learning. However, there is still scope for further planned activities outside. There are significant strengths in teaching in all areas of learning, with a particularly strong focus on personal, social and emotional development, which helps children make appropriate choices about their activities and become independent in their learning. Assessment arrangements are satisfactory. The information available, such as the entry data, is used well to ensure children are set appropriate work and to identify those that may need extra support. Children make good progress and the majority are likely to achieve, and a significant proportion exceed, the early learning goals by the end of the Reception year.
21. Pupils with special educational needs are taught well by their teachers, nursery nurses and learning support assistants. Throughout the school, teachers and support staff are fully aware of the targets set for these pupils and meet regularly to review and plan for the next step in learning; this helps pupils make good progress. Work is matched to their needs by careful planning and this helps the pupils to achieve their targets in their individual education plans. Learning support assistants and integration assistants work closely with teachers and the special educational needs co-ordinator (SENCO), giving specific support that helps the pupils to make good progress and develop confidence. Pupils have good access to specific intervention programmes, including those for behaviour, that are well managed and implemented. This is helping to raise achievement and improve social integration and behaviour. In group activities, support and encouragement ensures that pupils complete work set, thereby having good access to all aspects of the curriculum.
22. Teachers have good expertise, particularly in the core subjects of English and mathematics. This is an improvement since the previous inspection when knowledge and understanding in most subjects were sound, but unsatisfactory in religious education and design and technology. Basic skills, including teaching of phonics, are well taught and pupils are making better progress, including those with special educational needs and those for whom English is an additional language. Literacy skills are taught well in other subjects, such as in religious education. Through effective questioning pupils think about issues regarding the environment and use appropriate vocabulary such as 'special place' and 'beautiful world', as they arrive at their conclusions. Numeracy skills are promoted well through an emphasis on mathematical vocabulary as well as the mental recall of basic number facts and simple calculations. Teachers also make sure that pupils learn to apply their skills well in practical and problem-solving activities and provide appropriate opportunities for pupils to use numeracy skills in other subjects, such as using keys and co-ordinates in map work in geography. However, the development of skills is not always taught systematically in art and design, particularly in areas such as drawing and mask making, which has an impact on pupils' achievement.
23. Teachers were not seen teaching ICT skills during the inspection. However, from the work pupils' had completed, it is evident that they are systematically taught ICT skills. There is a greater range of activities, such as graphic and data programs, which are used effectively to support other subjects and give pupils opportunities to use their skills. However, there are too few opportunities to develop research skills to support literacy by using the Internet.
24. The quality of lesson planning has improved and is now good and consistent throughout the school. It is related well to medium-term planning. The match of work to the abilities of pupils is good with work usually adapted to meet the needs of all pupils. In lessons, teachers take steps to

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<sup>2</sup> Foundation Stage – children in the Nursery and Reception classes (from aged three to the end of Reception).

ensure equality of opportunity and that all pupils are included fully in the work by matching the work to the level of prior attainment of the pupils and providing effective support for pupils with special educational needs. Usually the learning support assistants or nursery nurses work with the lower attaining pupils, offering very good support, which helps pupils access the lesson. This was evident in a Year 1 numeracy lesson, when work was well matched to pupils' prior ability. Together with very effective support, this meant that lower attaining pupils and a child with English as an additional language, learnt about the properties of three-dimensional shapes well. Activities were interesting and maintained their attention so that by the end of the lesson, they knew the names of different solid shapes and some of their properties. A good feature of the planning is the clear learning intention about what is to be taught in each lesson and this is effectively shared with pupils. When it is revisited at the end of the lesson, learning is consolidated by pupils sharing their ideas and demonstrating their understanding, as in a Year 1 geography lesson on co-ordinates and symbols using maps. This is a strategy that helps to ensure that pupils gain a good knowledge of what they are learning. In most lessons, teachers have high expectations of what pupils can achieve and this, together with the interesting activities provided, results in pupils working hard and achieving well.

25. An effective range of teaching methods is used, being adapted well to both the requirements of different subjects and the needs of pupils in the class. This means pupils make good gains in their learning. Teachers explain things clearly, give good examples and demonstrate well. This was evident in a Year 1 geography lesson, when the teacher carefully explained how to use simple co-ordinates in mapping and through effective demonstration all pupils understood the concept by the end of the lesson. They use effective questioning to focus, check and extend pupils' thinking. The pace in lessons has much improved and little time is now wasted. Pupils are encouraged to work at a good rate and teaching is lively and offers challenge, which maintains their interest and encourages them to complete a good amount of work in the lesson.
26. The nursery nurses and learning support assistants are very effective in making a positive contribution to the teaching and learning, particularly in literacy and numeracy. They work closely with the teachers and a couple are trained to support pupils through intervention programmes such as Early Literacy Support (ELS). They have good knowledge and understanding of the strategies and help the teachers to teach basic skills effectively. Resources are carefully chosen and effectively used to help pupils understand and learn well.
27. The very good relationships seen in the school, together with the consistent application of the good behaviour management procedures, ensure that the organisation and control of pupils in lessons is usually good. This strong aspect of teaching, together with interesting activities, means pupils are well behaved and are interested in what they learn. They concentrate well, taking an interest in their work, ensuring it reaches the high standards usually expected of them.
28. The scrutiny of work that pupils had completed previously showed some good quality of marking, but there is variation in the quality in some classes. Where marking is good, it includes helpful comments and encourages improvement. However, some marking is merely a tick and does not help pupils have a good knowledge of their own learning and what they need to do next to improve. During lessons, assessment procedures are effectively used by all teachers; this enables them to refine what they are teaching when necessary and support individual pupils well and, at the same time, challenge the higher attaining pupils. A few parents had a concern regarding homework; however the inspection team considered that it is satisfactorily used to support pupils' learning and used mainly in English and mathematics.

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

29. The quality and range of the curriculum has improved considerably since the last inspection and is now good. It provides appropriate opportunities for pupils to make systematic progress. Good arrangements to check how much time is given to teaching different subjects ensures that pupils now have a broad and balanced curriculum. This is an improvement, as the school did not previously meet the recommended teaching hours for pupils, aged five to seven. The school has spent a great deal of time and effort in revising and agreeing a good quality curriculum framework based on the National Literacy and Numeracy Strategies, national guidance and commercial

schemes which effectively guide teachers' planning. The headteacher has worked hard to lead their development and the curriculum now meets statutory requirements in all areas including DT and RE. A good strategy for teaching literacy skills promotes learning well and there are effective strategies for teaching numeracy skills. Learning is based securely on what has already been taught. The comprehensive planning and teaching of the Foundation Stage curriculum, which is based securely on national guidance, give children a good start to the school and prepares them well for entry into Year 1. There has been satisfactory improvement in the development of ICT across the curriculum and it is used satisfactorily to support pupil's learning. There are some weaknesses in the provision for art and design. In particular, the development and progression of the acquisition of skills is not sufficiently rigorous, for example, in drawing and mask making. Standards are now rising in the core subjects, as the impact of these steady improvements takes place.

30. Curriculum provision for pupils with special educational needs is good, although the requirements of the new Code of Practice have not yet been fully implemented. Pupils make good progress because work is planned at different levels for them, and the tasks they are given enable them to make progress towards their individual targets. They are fully included in all activities. Regular assessment informs planning the next stages in learning successfully, particularly in English and mathematics. The school is particularly inclusive; equality of opportunity is good in the school and pupils have full access to all curriculum areas. Pupils with statements are supported well in the school, including those in the Foundation Stage, and make good progress in their academic work and social integration.
31. The school's programme for the teaching of health education, including sex education, is good and given appropriate emphasis in the curriculum. Pupils are provided with the knowledge and awareness, which helps them make informed choices, as they become more independent. The development of good relationships and consideration for others are embedded in the life and work of the school. Overall, the provision for pupils' personal, social and health education is good and having a significant impact on their attitudes towards learning.
32. The links that the school has with the community make a good contribution to the pupils' opportunities to learn. For example, local clergy contribute to the pupils' opportunities to learn, and to their spiritual development in assemblies. The school has developed good links with the junior school and subject co-ordinators meet regularly. The school welcomes students training to be teachers and nursery nurses, and both teachers and pupils benefit from the new ideas they bring.
33. Equality of access and opportunity is good and both teaching and learning support assistants provide positive role models and the satisfactory range of activities provided are available for all pupils. Boys and girls involve themselves in activities, including those with special educational needs, and they enjoy participating in clubs such as the line-dancing club.
34. Provision for pupils' spiritual and cultural development, which was unsatisfactory at the last inspection, has improved considerably in the intervening period. It is now satisfactory. Provision for social and moral development has been maintained and is still good. Spiritual opportunities are developed appropriately across the curriculum and well in assemblies. Pupils are encouraged to consider the effect of what they say and their actions on others. Collective worship is mainly Christian in nature and meets statutory requirements. The school has a positive moral ethos of encouraging pupils to think and care for others. Pupils are clearly taught the principles of right and wrong, along with care of the environment.
35. Pupils' social development is good and they are encouraged to participate fully in the school and take responsibility for themselves. They are encouraged to relate effectively to others. They undertake jobs in the school, raise money for charity and help others. The school makes appropriate use of a good range of visits in and around the local area. This helps pupils to develop social skills, co-operation, communication and a sense of community.
36. The provision for pupils' cultural development is satisfactory. There are some valuable opportunities for pupils to experience other beliefs, cultures and religions within assemblies, RE and the wider curriculum. In the Foundation Stage, children have good opportunities to experience other cultures through well-planned activities using good resources, for example, in the travel agents, in the role-play area. There is an appropriate multi-faith dimension to the religious



education curriculum underpinned by the celebration of festivals such as Diwali. A parent has contributed to a stimulating, high quality display, which has enhanced pupils' learning about the Muslim faith. They are prepared thoroughly for life in multicultural Britain. Pupils are also given valuable opportunities to appreciate their own local culture by studying the locality and going on a good range of trips and visits, which help to enrich their experiences. For example, Reception children visit Oak Farm Centre, Year 1 visit Tamworth Castle, and the Year 2 visit to Shugborough enriches their understanding of the Victorian period. There has been an improvement in the quality and range of multi-cultural education since the last inspection, especially through improved, good quality resources. However, there are limited opportunities in art and design to learn about famous artists and styles of paintings, particularly those from non-western cultures. It is an area of work less developed and promoted in the school.

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

37. The school meets its obligations for child protection and for ensuring pupils' welfare very well. The positive situation found during the previous inspection, when the school provided a warm, orderly, caring and safe environment in which pupils flourished, has been maintained. Parents are very happy with the attitudes and values promoted by the school, and the support given to their children. The school's very effective support enhances the quality of education provided by it by ensuring that pupils, from the time they start in the Nursery, can work in secure and happy surroundings. Child protection arrangements meet statutory requirements. All members of staff understand their duty to be aware of the need to be attentive and they undertake this responsibility conscientiously and well.
38. Everyone in the school works together to ensure that the pupils feel well cared for and secure. There is a focus on educational and social inclusion in the school, so that all the pupils are treated equally and given proper support appropriate to individual need, whatever their background or personal circumstances. Teachers respond sensitively and positively to these individual needs. Nursery nurses in the Foundation Stage and learning support assistants in Years 1 and 2 are conscientious in fulfilling their role in support of the teachers. Appropriate arrangements are made for the pupils withdrawn from collective worship and religious education to ensure their beliefs are valued. Playground supervision is good with teachers and lunchtime supervisory staff, who relate well to the pupils, ensuring that pupils are well looked after during periods of outdoor activity. This high quality support has a positive effect on behaviour and safety.
39. Good support is provided for pupils with special educational needs, including those with statements for their individual needs. Children with special needs in the Foundation Stage receive equally good support, which helps them integrate and settle to the daily routines in both the Nursery and Reception classes. There is very good liaison with specific agencies set up in the area and outside agencies to support pupils with statements and specific difficulties. The headteacher, also the special educational needs co-ordinator (SENCO), teachers and learning support assistants work closely together to make sure that work is pitched at the right levels. Regular assessments monitor pupils' academic progress and their achievements. Personal development is monitored informally by teachers and other staff who know the pupils very well. There are more detailed records now, which enable staff to track pupils' performance more accurately. This means that there is earlier identification of specific need. Also, pupils are taken off the register if they are performing well and they no longer require specific support.
40. Governors take an active interest in health and safety matters, being well advised by one of their number. Together with school staff they undertake regular risk assessments having proper regard for the health and safety of the school community. They are aware of the need for constant vigilance and are in discussion with the appropriate authorities to further improve existing arrangements. First aid provision, including the school's procedures for dealing with the very occasional accident, is very good and appropriate records are maintained. There are very good procedures for liaison with parents when necessary. Fire safety procedures are good.
41. The school's procedures for monitoring and improving attendance are good. They contribute to the high level of attendance that is consistently achieved. Registration procedures are efficient. Records of attendance are properly completed and monitored. They comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are very good procedures to deal effectively with any unexpected absence.

42. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour, including bullying, are very effective. The school's policies are well focussed on the need to promote good behaviour and there is good definition of rewards and sanctions. These are well understood and accepted by the great majority of the pupils. There is a successful whole school approach to the promotion of good behaviour and the development of positive attitudes and self-discipline. All teachers have good strategies for dealing with the occasional instances of inappropriate behaviour and, as a result, there is very little disruption to the flow of lessons.
43. The school's arrangements for the monitoring and support of pupils' personal development are good. The school has a wide variety of strategies including a personal, social and health education programme, a caring ethos, community involvement, circle time<sup>3</sup>, involvement in charitable activities and the involvement of parents. They make a very positive contribution to the way in which teaching and support staff help the pupils to mature into well rounded individuals as they progress through their school life. Formal arrangements for monitoring, including teacher records and summaries in the pupils' annual reports, are well supported by informal arrangements that benefit from teachers' knowledge of pupils as individuals.
44. The previous inspection highlighted inconsistencies in the use of assessment, with some occasions where it was used well, to inform teaching. Marking was seldom helpful. Practice in assessment has been refined recently, so that pupils' progress in English and mathematics is thoroughly tracked, and used to good effect in informing planning the curriculum and teaching. The impact of this development has been significant in these two subjects and there are advanced plans for its extension to the rest of the curriculum.
45. The use of assessment in English and mathematics is good, but science is not yet assessed in the same effective way, and assessment of the foundation subjects is currently unsatisfactory. The results of National Curriculum tests in all three core subjects (English, mathematics and science) have been carefully analysed and targets set and achieved, especially for improving the performance of the higher attaining pupils. The school has better expectations of their performance, and has implemented effective strategies to meet their needs. As a result, the performance of higher attaining pupils in reading, mathematics and science exceeds that of pupils in similar schools. The progress of individual pupils in English and mathematics is carefully tracked and this informs the teaching of pupils of all abilities very well.
46. Assessment is used to inform preparation for National Curriculum tests. Targets are set for improving performance throughout the school. Pupils and parents are made aware of these termly targets for each pupil. The school has also used assessment information effectively to target specific issues including girls' underachievement in mathematics and to monitor writing. The school has a clear marking policy which most teachers adhere to, but opportunities for using marking to suggest to pupils ways of improving their performance are sometimes missed.
47. Assessment arrangements for children in the Foundation Stage are satisfactory. The information available, such as the entry data and assessment used in the Nursery and Reception classes, is used to ensure children are set appropriate work and identify those that need extra support.
48. Assessment of science and the foundation subjects is currently unsatisfactory. However, the school has well-advanced plans for the assessment of these subjects to match the effective pupil assessment in English and mathematics.

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

49. Parents are very supportive of the school. They think it is a very good one that has improved most aspects of its provision for their children since the previous inspection.
50. The parents who responded to the pre-inspection questionnaire and those who attended the pre-inspection parents' meeting have very positive views about all aspects of the school's provision for

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<sup>3</sup> Circle time - when pupils sit together to discuss a range of personal and general issues.

their children. Their support for the school is stronger than that indicated by the response to the parents' questionnaire at the time of the previous inspection when few areas of the parental questionnaire received more than 90 per cent support. The picture now is that the positive response is almost universal. Comments such as 'more modern and forward looking', 'a lovely school', 'professional teachers', 'ever improving' and the headteacher always prepared to 'make time' to meet with parents are typical. A very small number of parents have concerns about the school's homework arrangements and a few feel that the school might supply a more interesting range of activities outside school time.

51. Inspection evidence supports parents' positive views but finds no support for the concerns about homework or extra-curricular activities that are judged to be satisfactory given the age of the pupils in the school.
52. The school's partnership with its parents is very good. The headteacher has won the support of the vast majority of parents. Home-school links are supported by a home-school-child partnership agreement that provides for a commitment by all to the strengthening of partnership links and the raising of standards. Parents very much appreciate the help given to ensure a smooth start to school life for their children and the guidance they are given about how they can support the work of the school at home. Parents and other helpers are always made welcome whether visiting the school seeking information and guidance or to support the school by offering to help in its day-to-day activities. Parents are encouraged to actively participate in the work of the school. Many do so making a significant contribution to the work of the school. They help with swimming, craftwork, listening to children read and supporting in the classroom.
53. There are very good links with the parents of pupils with special educational needs. Partnership with parents is very good with the special needs co-ordinator, teachers and integration assistants working closely together to support pupils and their families. Parents are kept fully informed of their child's progress and achievements. They attend regular meetings and the staff are always available to discuss any problems that may arise. This enables parents to help and support their children's learning and social integration.
54. Positive links have been established with the parents through daily contact and a good induction procedure. Children are soon settled into both the Nursery and the Reception and get used to school routines. Greeting time in the Nursery is a very effective way of allowing parents of the youngest children to liaise with staff and be involved in the work of the school. These are pleasant social occasions for parents, children and staff. There is a supportive parent teacher association that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds that provide much welcomed additional financial support to the school.
55. The overall quality of information provided by the school is very good. It has improved since the previous inspection when, although there were some good features, statutory requirements for reporting to parents were not met in both the prospectus and the governors' annual report. Newsletters, parents' meetings, informal discussions, curriculum booklets, parent workshops and pupils' annual reports now provide parents with a wide range of information about school activities and the progress made by their children. Both the school prospectus and the governors' annual report to parents are informative documents written in a user-friendly style. Taken together they provide parents with all the information to which they are entitled. There is no reason for parents to feel ill informed about any aspect of their child's or the school's activities and achievements providing they take advantage of the opportunities presented to them.
56. Parents are informed of their child's progress and development at formal parents' evenings throughout the year and, annually, through a written report. The format of the reports has recently been changed to provide parents with better information about attainment and progress. Parents are presented with reports that give them a good view of what their children can do and how it compares with that expected for their age. There is good use of a general progress section with well-focused and objective comment, and indications of areas for development, both academically and personally, that is clearly the result of teachers taking time and trouble to make these reports truly individual. The reports meet statutory requirements fully.

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

57. When inspected in 1997, the leadership and management within the school presented a very mixed picture. Strong features included the clear, purposeful leadership that was provided by the headteacher, well supported by the work of an active governing body that was fully committed to the work of the school. Financial planning systems and procedures were good. However, a number of weaknesses were identified, in particular a failure to meet statutory requirements in reporting to parents and failing to implement teacher appraisal, as well as only limited monitoring of subjects by co-ordinators, some lack of common purpose amongst staff, not meeting the recommended teaching hours for pupils aged five to seven, and not providing properly for pupils' spiritual and cultural development. The situation has improved significantly since then, with considerable progress having been made since the appointment of the present headteacher.
58. The leadership and management of the headteacher and key staff are judged to be very good now. The issues from the previous inspection have all been met. Since her appointment some two years ago, the headteacher has evaluated all aspects of the school's educational provision and has moved many things forward very positively. Her evaluation of the school's strengths and weaknesses is objective and well focussed. Her priorities for development are well targeted and she has made very good progress in achieving them. She is not complacent, recognising that there is always something that can be done better. She provides strong leadership, leading from the front in a quiet, thoughtful manner that ensures that her commitment to raising the quality of educational experiences enjoyed by pupils of all abilities is shared by all members of the school community. Supported by senior staff she ensures that the school is managed very capably.
59. The school's aims are well focussed on raising standards by providing opportunities for all pupils, whatever their individual circumstances, to achieve their maximum potential. All staff fully support each other and there is a very good quality of shared commitment and capacity to build on the school's strengths and positively address the areas it recognises as being in need of further development. Teachers new to the school receive good support with well-organised induction procedures ensuring that they rapidly settle into school routines and are quickly able to contribute effectively to its work.
60. In addition to their teaching commitment, all teachers have co-ordinator responsibilities for subjects and other curriculum areas that are undertaken with enthusiasm. Job descriptions clearly define these responsibilities. Subject co-ordinators have a very good understanding of their subjects and work enthusiastically at managing them efficiently. The Foundation Stage is managed effectively by the co-ordinator; she has worked hard at establishing good links between the Nursery and Reception. For example, through shared planning, which is based on recommended guidance. The school's very good arrangements for appraisal and performance management support teachers well giving them an increasingly good understanding of the strengths and weaknesses of the school. The result is that teachers support, encourage and help each other ensuring a consistency of approach, which is a strong feature of the work of the school.
61. The provision for pupils with special educational needs is good and managed very well by the co-ordinator. She has worked hard to develop systematic procedures and has improved the quality and implementation of the individual education plans (IEP). The new Code of Practice has not yet been implemented but training has been planned for all staff. Governors are kept informed about the provision of special educational needs and there is a named governor who is well informed. The co-ordinator, who effectively liaises with staff and all the relevant agencies, has developed and implemented good systems and maintains the paperwork well. Funds for special educational needs are used very well to provide additional support staff. In addition, the school supplements the budget to ensure pupils have opportunities to work in smaller groups in many of their lessons. This ensures that pupils progress well in their learning and achievements.
62. Governors fulfil their responsibilities well. Their involvement in the work of the school, both as members of various committees and as individuals with specific responsibilities, such as literacy and numeracy and special educational needs, is good. They have close links with the school, both formal and informal, that allow them to offer support and to monitor developments in provision and standards well. Some have particular expertise, such as health and safety or finance, that is well used to the benefit of the school. Governors explore all options open to them fully, and take decisions with confidence because of their individual expertise and the objective information provided to them by the headteacher. There is very effective corporate decision making that

ensures appropriate targets are set to improve the quality of education and raise standards throughout the school. Governors are kept well informed by the headteacher, formally through detailed headteacher's reports and informally through meetings and discussion, so that they have a clear picture of what goes on in the school. They are rightly proud of the school, showing an active interest in all aspects of its work. Governors fulfil their statutory duties fully, including agreeing performance targets. They provide good support to the headteacher in helping to shape the direction of the school.

63. There are very good arrangements for monitoring and evaluating the school's performance and taking effective action. Rigorous monitoring and evaluation of teaching and learning takes place across the school, with the headteacher and subject co-ordinators regularly assessing the need for development. Identified needs, including those arising from new initiatives, are fed into the school's training programme, which is capably managed by the deputy headteacher. The absence of unsatisfactory teaching during this inspection, an improvement since the last inspection, reflects the success of the school's monitoring arrangements and the support provided as a result. Staff work together to identify issues for whole-school development and, as a result, feel ownership of the strategies adopted. The monitoring that is undertaken, together with the headteacher's informed self-assessment procedures, and the analysis of assessment data, informs school priorities which feed directly into the school's improvement plan.
64. The school's priorities for development are very well chosen and the action taken to meet its targets is very well implemented. Priorities are set out clearly in the school's improvement plan, together with specific targets and suitable action plans to help it achieve its intention. There is a good focus on the promotion of improved standards, for example, not only supporting those pupils in need of special support but also targeting those that have the potential to achieve above the expected standard. Financial planning effectively links spending with priorities in the improvement plan. This enables the headteacher, with governor support, to systematically and thoroughly review the progress being made towards improvement targets and amend the plan, where necessary, to ensure that adequate time and funding is available for staff to carry out improvements thoroughly.
65. The school has very good procedures for ensuring that the financial resources available to it, which are considerably higher than those for primary schools nationally, are used to support pupils' learning efficiently. Led by the conscientious and well-informed chair of the school's finance committee, working closely with the headteacher who has a very secure grasp of the school's financial situation, and supported by the school's finance assistant, the school manages its budget very effectively. At the time of the previous inspection, the school gave sound value for money, now it offers good value. Governors, especially those directly involved in financial matters, feel ownership of the budget. Planned financial reserves, the amount of money that the school carries forward from one year to the next, are somewhat higher than is typical for primary schools, but they are consistent with the school's prudent contingency planning to ensure that it will be able to respond to changing circumstances with minimal disruption to its planned strategies and continue to focus on raising pupils attainment and progress by giving increased attention to maintaining staffing levels, improving learning resource provision and raising the quality of the physical environment. The introduction of a day nursery, complementing the school's nursery unit, and before and after school arrangements, the Prime Time Club that helps working parents, are examples of clear strategic planning to help secure pupil numbers entering the school's Reception classes.
66. The headteacher and governors are very aware of the need to provide as high a standard of education as possible and their planning is solidly based on ensuring that the school's educational provision is sustainable and that, as far as is possible, its educational targets are met. The specific funds element of the school's finances is well used. The school contributes a significant amount from its own funds to supplement the specific grants it receives to ensure that there is effective raising of the attainment of those who receive extra support to address special learning, behaviour, language or social needs.
67. The school's overall administration arrangements, and the day-to-day control of its finances, are good. Clerical staff are conscientious, undertaking their duties efficiently. The school office works smoothly and effectively. Recommendations of the school's most recent audit, in January 2001, have all been properly addressed. There is appropriate use made of new technology to support the work of the school. Effective use is made of the information available from the school's

computerised management system and there are financial and administrative procedures in place that allow the finance assistant to make a positive contribution to the financial control and monitoring of school activities.

68. In judging the school's performance, good use is made by members of the governing body, very ably supported by the headteacher, of the four principles of compare, challenge, consult, and compete, to plan and implement the work of the school. There is an awareness of the need to obtain value for money and good procedures are in place for ensuring that best financial value is obtained when purchasing products or services. All expenditure has to be justified, with subject co-ordinators being expected to report to governors on the impact on standards achieved. There are some good consultation procedures with governors making use of a variety of information from parents, staff and the pupils. Governors are aware of trends in performance and are making some effective comparisons with how school standards compare with those expected. Guided by the headteacher, they have an increasing appreciation of the need to challenge what is being done in the school to assess the impact on learning.
69. The match of permanent teachers and support staff to the demands of the curriculum has improved since the previous inspection and is now good, rather than merely being 'suitable' as it was then. The school places a high priority on the provision of teaching and support staff and is fortunate to be able to provide a part-time teacher to provide non-contact time to allow co-ordinator activities to be properly undertaken. All members of staff are committed to the well being and support of the pupils. They work very well as a team and in their various ways make a valuable contribution to the effective running of the school that enhances the quality of education provided by it.
70. The adequacy of accommodation for the delivery of the National Curriculum is good. There has been considerable development and refurbishment of the accommodation in recent years, particularly the revised nursery arrangements and the outdoor provision for children in the Foundation Stage. Internally the school provides a pleasant, welcoming and stimulating environment that encourages learning. Unfortunately, the internal refurbishment has not been matched externally. Problems with rotten window frames are a concern to the school and attention is needed to some uneven slabbed areas in the quadrangle. Ways in which the quality of the external provision might be further enhanced are the subject of discussions between the school and the local authority. Disabled access is good. The building services supervisor works hard to keep the building clean and tidy and as well maintained as possible. He makes a significant contribution to the smooth running of the school. Classrooms are of reasonable size, providing well-organised facilities for the effective delivery of the curriculum. The school hall and library areas are adequate for the numbers involved. They complement the teaching areas and contribute to an effective learning environment.
71. There is sufficient playground space for the size of the school. It is of good quality with provision for pupils to sit and talk quietly. Children in the Nursery and in the Reception classes, have very good access to their outdoor play entitlement with high quality outdoor play surfaces that ensure children's safety. Well-maintained grounds enhance the appearance of the school and its educational provision. Expenditure on learning resource provision has been well directed, including in the Foundation Stage. Overall provision is good. No subject is under resourced and there is very good provision for English, religious education, physical education and design and technology.

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

72. In order to improve standards further, the headteacher, governors and staff should:

(1) Raise standards in writing\* by:

- Continuing to implement the action plan for the subject
- Addressing the needs of the higher attaining pupils so they achieve as well in their writing as in reading, mathematics and science;
- Providing more opportunities for pupils to write at length in literacy and in all subjects;

- Extending the use of the Internet for research purposes and the use of ICT in supporting writing.

Paragraphs: 2, 4, 7, 23, 94, 95, 97, 113, and 137.

*\* The school has already identified this as a priority and provided for it in the school improvement plan.*

- (2) Develop systematic assessment procedures in science, ICT and the foundation subjects in order to:
- Monitor pupils' progress over time;
  - Ensure work is match accurately to pupils' prior ability;

Paragraphs: 45, 48, 115, 116, 125, 131, 135, 140, 144 and 155.

In addition the following minor issue should be addressed:

Ensure that all teachers are consistent in their marking of pupils' work to:

- Help pupils know what it is they need to do to improve their work in order for them to have more accurate knowledge of their own learning.

Paragraphs: 28, 46, 96, 107 and 115.





## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	27	7	0	0	0
Percentage	0	13%	69%	18%	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points

### 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)	26	172
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y2
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	1	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
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 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	31	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	27	30	31
	Total	40	44	47
Percentage of pupils at NC level 2 or above	School	83 (94)	92 (86)	98 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	29	31	31
	Total	46	47	48
Percentage of pupils at NC level 2 or above	School	96 (86)	98 (88)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

***Ethnic background of pupils***

***Exclusions in the last school year***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	1
Chinese	0
White	91
Any other minority ethnic group	7

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	28.7
Average class size	28.7

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

Total number of education support staff	9.0
Total aggregate hours worked per week	165

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0
Total number of education support staff	2.0
Total aggregate hours worked per week	79
Number of pupils per FTE adult	8.7

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

	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.*

### **Financial information**

Financial year	2001/2
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	£
Total income	571,687
Total expenditure	546,495
Expenditure per pupil	2,692
Balance brought forward from previous year	2,183
Balance carried forward to next year	27,375

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	18	1	1	0
My child is making good progress in school.	69	27	3	0	1
Behaviour in the school is good.	63	36	0	0	1
My child gets the right amount of work to do at home.	47	39	8	1	5
The teaching is good.	70	27	0	0	3
I am kept well informed about how my child is getting on.	45	48	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	78	21	1	0	0
The school expects my child to work hard and achieve his or her best.	66	30	1	0	3
The school works closely with parents.	42	53	4	0	1
The school is well led and managed.	60	38	0	0	2
The school is helping my child become mature and responsible.	66	27	1	0	5
The school provides an interesting range of activities outside lessons.	22	36	23	1	18

## 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**

73. The school admits children into the Nursery and Reception classes in September. There are 52 children who attend the Nursery part-time, 26 in both the morning and afternoon and 57 children in two Reception classes. Three children are presently on the special needs register in the Foundation Stage. Some have had pre-school experience prior to starting in the Nursery. When children enter the Nursery, their attainment is broadly average with some higher attainment in all areas of learning. However, the proportion of children entering the school with special educational needs is increasing. Children make good progress in all areas of learning and, by the time they enter into the Reception classes, many achieve average standards. There are a few children who reach higher standards in personal, social and emotional development, communication, language and literacy, mathematical development and physical development. The information from the entry test data agrees with these findings. The children make good progress through the Reception classes and in many aspects of the areas of learning exceed the expectations for children of their age. This is a similar situation to the previous inspection findings. However, the overall entry profile of children entering the school is lower, but good strategic deployment of teachers into the Nursery and Reception has meant that the present children have better curricular opportunities and teaching than previously. Many children exceed expectations in personal, social and emotional development; reading in communication, language and literacy; aspects of mathematical development; exploration and investigation and ICT in knowledge and understanding of the world; role play in creative development and physical development. They are well prepared to start Year 1 work.
74. Provision for the children in the Foundation Stage is good. Recently the Nursery moved to the school premises which has led to very close working between all the Foundation Stage staff and a curriculum that is continuous and firmly based on recommended guidance. There are significant strengths in teaching, which has an impact on the progress children make. Virtually all the teaching observed was good, with considerable strengths. Very good teamwork between the teachers and nursery nurses help to create a stimulating environment, where effective learning takes place.

### **Personal, social and emotional development**

75. Children's personal, social and emotional development is given a very high priority to good effect throughout the Foundation Stage. Teaching is very effective in this area, which helps most children make very good progress and, as a result, most are likely to reach the early learning goals by the end of the Foundation Stage, with a considerable proportion exceeding the expectations. The management of children is very effective as all staff have high expectations and are consistent in their approach. This has a positive impact and consequently behaviour and attitudes to learning are good and children respond positively to instructions. There is strong promotion of personal development, with an emphasis on sitting quietly, taking turns and listening to their peers and their teacher. This helps children learn effectively, as in the Nursery Travel Agents, where children co-operate with each other and take turns at being the customer and the agent. Children in Reception are encouraged by the nursery nurse to work out together what they want the climbing apparatus to become. Quickly they decide that it is a spaceship and start the count down – 10, 9, 8.....
76. Adults encourage the children to be independent and make choices about their activities. There is a good balance between these activities and others when children work with the teacher. The teachers in Reception now teach more formal literacy and numeracy sessions, which is appropriate late into the summer term. This ensures children are well prepared when they enter into Year 1. Within these lessons, children choose related activities, for example, in a Reception numeracy lesson, several children chose to make up their own sums with calculators. They showed good concentration and explored different ways of working with numbers. Very good opportunities exist for the children to play together, share and co-operate, particularly in the role-play areas, both inside and outdoors, on the large apparatus and activities, such as dressing the teddies in the Nursery. Children are expected to tidy up at the end of sessions, which they do well and, in Reception, they get undressed and dressed for PE quickly, without any fuss, with most managing without help. Good routines are being developed that help them to be independent. All children, including those with special educational needs, are gaining in confidence, are friendly and form

very good relationships with adults and one another; they are happy to ask for help and enjoy their activities.

### **Communication, language and literacy**

77. On entry to Nursery, children's communication, language and literacy skills are broadly average and there is some higher attainment. The quality of teaching is good; this helps children to make good progress and learn effectively. By the end of the Foundation Stage, many will achieve the early learning goals, with a significant proportion exceeding the expectations for their age in reading.
78. The quality of teaching in the Nursery is effective with much emphasis on language development; this helps all the children make good progress and learn effectively. From their time in the Nursery children enjoy looking at books, handle them carefully and understand how they are organised. Children are beginning to understand that print conveys meaning and is read from left to right. They recognise some letters and sounds, particularly those in their names. Good opportunities are presented for children to explain what is happening and say what might happen next. For example, in a session on floating and sinking children were encouraged to justify both their prediction and the end result. This they did well using appropriate scientific language. Good intervention by the nursery nurse helped children to use talk to pretend imaginary situations in the Travel Agents, where they took account of what each other said and booked the holidays requested by the customers.
79. The quality of teaching in Reception is good. Children have good opportunities for speaking and listening when they discuss their work and play with one another in the role-play areas. Three children discuss how long the dog will have to stay in the animal hospital, one child reaches for the telephone and tells the owner 'it is very bad and your dog has got to stay here for 20 days'. Good resources and imaginative areas contribute strongly to children's speaking and listening skills. Reading has a high focus with good support from home. There is a strong emphasis on teaching basic skills and children learn sounds and letters through fun activities in literacy lessons, which helps them learn well and many achieve above average standards. The higher attaining and average children read simple text with accuracy and fluency. They predict what might happen next and show a good understanding of the characters and events in the story. Children are encouraged to write in a variety of forms, such as writing out a menu or labels on 'our body'. They wrote about their trip to Oak Farm when they expressed what they liked about the visit – 'I held a rabbit, it felt soft'. Higher attaining children are correctly punctuating their sentences.

### **Mathematical development**

80. When children enter the Nursery, their attainment in mathematics is broadly average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good. The teachers have a good knowledge and understanding of teaching mathematics to young children. There is a good range of interesting activities, which help to motivate children so they make good progress and, by the end of the Reception classes, many children achieve the early learning goals with a considerable proportion exceeding them. There is a good balance between practical activities and those that are recorded, both in the Nursery and Reception. In the Nursery, the outside environment is used to promote mathematics successfully, when groups of children working with the teacher go on an outside 'shape hunt'. Children are encouraged to describe the shapes they see; they identify circles, squares and one notices zigzags painted on the ground. They are encouraged to record their findings and work with a friend to explore and draw the shapes they see. They enjoy the activity and find many shapes and name them correctly.
81. Reception children are encouraged to use strategies and methods to solve problems; they are confident to try ideas, such as using a calculator to make up their own sums by adding and subtracting. Higher attaining and average children have a good understanding of block graphs and pictograms and readily explain the difference. They interpret their findings about the number of animals that were seen at the farm and say whether there were more or less. Most children understand how to create a tally chart and join in producing the class chart. Good encouragement and questioning established whether a lower attaining child knew various colours and got him to participate in the class discussion, which was one of his special needs targets. The reason

mathematics is taught so well is because there are very high expectations of children 'having a go' which they do, and a very good emphasis on investigating and exploring the use of mathematics.

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

82. Provision and teaching for children to develop aspects of knowledge and understanding of the world around them are good overall. Children's learning is promoted well in exploration and investigation and ICT and most are likely to achieve the early learning goals, with some exceeding them. Learning is satisfactorily promoted in designing and making skills, cultures and beliefs and a sense of time and place.
83. Scientific concepts are developed well in both the Nursery and Reception, when children are encouraged to use good descriptive vocabulary and make predictions about what might happen. Nursery children investigated which objects would sink and what would float. They work well in pairs taking turns to test the objects. There is good promotion of early recording in a simple chart, as the teacher scribes the children's prediction and later the outcome after the test. Skills in cooking and attention to hygiene are promoted when teaching Reception children about bread making. Good cultural links are developed when they look at, and discuss, the features of bread from different countries. There is good ICT skills teaching as children in the Nursery learn to control computers. Children work on the computers and use a mouse to move icons across the screen. These skills are developed further in Reception when children create imaginative pictures of animals they saw at the farm using a graphics program. They used a range of tools and colours to achieve their pictures, which they printed. Children learn to control a programmable toy as they make it go forwards, backwards and sideways. They listen to the adult carefully and estimate how far the toy will travel around an animal pen.
84. Children are learning about their own beliefs and values through religious education, for example, when Nursery children listen attentively to the story of Noah and Reception children try to understand what it would be like when they realised that a sheep was missing in the story of 'The Lost Sheep'. Children write about their own feelings of happiness and sadness as featured on a display. In Reception, children begin to acquire a sense of their own family history and learn early mapping skills, when they map out the Gingerbread Man's route.

### **Physical development**

85. The quality of teaching in physical development is good in both the Nursery and the Reception. The teaching of PE in the hall for Reception children is effective and there are also good opportunities to play and exercise outdoors which helps all children make good progress. As a result most are likely to attain the early learning goals in physical development by the end of the Foundation Stage. There are very good links with other areas of learning, particularly personal and social development where high standards of behaviour, listening and response are expected.
86. Reception children enter the hall appropriately, listening attentively and follow instructions. They are developing a good awareness of space when moving around the hall in different directions and are careful of others. The warming up game is enjoyed by all. Children are being taught the effects of exercise, which means they know that they have to 'warm up their muscles' before exercise. Outside the Nursery children ride tricycles with increasing skill and safety as they manoeuvre around other children and adults and park their vehicles when they need to go in. The large climbing apparatus is successfully giving both the Nursery and Reception children the confidence to climb, travel and balance which they are doing with increasing skill and co-ordination. Reception children enjoy incorporating riding the vehicles into their imaginative play, when they go for a picnic. Dexterity is developed through the handling of objects when working in sand and water and using playdough and painting. Imaginative activities are provided to promote using buttons and fastenings, when Nursery children dress and undress the teddies with dexterity. Children handle scissors, glue, pencils and brushes competently and, from the time they start school, their writing, cutting and sticking skills develop well.

### **Creative development**

87. Teaching is good and as a result children make good progress and most are likely to attain the early learning goals, with some exceeding them particularly in role-play, by the end of Reception. There is very good promotion of imaginative play in both the Nursery and Reception. Nursery children play happily in a well-resourced 'travel agents'. This helps to develop their imagination and their communication skills. They work well together to act out situations, such as booking holidays. Good resources, such as clothes from other countries, add considerably to their play. In the outside environmental area, good props provide Reception children with opportunities to dress up and act out situations. Cloaks, wands and masks provided great fun for the children, as they imagined a variety of situations with one child exclaiming 'I am a bear with a wannnnnd' and dancing around creating magical words. Children learn about colour, pattern and texture in two- and three-dimensional pictures and models. Children in the Nursery paint recognisable vehicles that they might travel in when they go on holiday and print shape pictures. Children in Reception start to experience a wider range of media. They mix their own paints to produce pictures of the animals that they have seen at the farm, enjoy creating collages of farm scenes and produce clay tiles with pictures of animals marked out. However, opportunities for individual creativity and opportunities for independence in selecting their own equipment and media are limited, as children are sometimes directed in their work. Children in both Nursery and Reception have satisfactory opportunities to sing and play instruments, although there are fewer occasions for them to create their own music and songs. Appropriate opportunities are provided to learn how to handle instruments correctly and explore and control the sounds they make. The children behave very well and listen to each other, waiting eagerly for their turn to use instruments.

## ENGLISH

88. The previous report indicated that standards in English were average and there was satisfactory progress overall with good progress in reading. The school has made satisfactory progress in improving speaking and listening and writing and good progress in reading. The school has been determined to raise standards in literacy and improving results have been associated with the successful implementation of the National Literacy Strategy, which has given the school a good basis for its scheme of work. The co-ordinator provides very good, clear educational direction for the subject and has been involved in monitoring of planning, teaching and assessment of pupils' attainment and progress. The information gathered has been used to set realistic and achievable school and individual targets. Pupils make satisfactory progress with their speaking and listening. However, some pupils make limited progress with writing skills and few in Year 2 reach the higher Level 3 in writing. The school has quite rightly recognised this as a priority. Good progress is made with their reading and by the time they leave the school at seven, attainment is in line with the national average overall. It is above average for pupils reaching the higher Level 3 in reading. This is because the school has successfully focussed on raising the attainment of the higher achieving pupils this past year.
89. The results of the National Curriculum tests carried out in 2001 show that seven-year-olds attained standards in reading that were average and writing that were above the national average for all schools. Compared with schools with a similar proportion of pupils eligible for free school meals, the results were average in reading and above average in writing. Girls have been underachieving at the lower Level 2 in reading and writing. The school has recognised this and put appropriate strategies in place to deal with this. The headteacher has carried out a detailed analysis on test data and identified that there has been an increase at the higher Level 3 for pupils and a reduction of the lower Level 2. Factors have been identified that have had an impact on standards. There are increasing mobility rates and above average numbers of pupils with special educational needs, particularly learning difficulties, in the year group. Despite these factors pupils have been making satisfactory progress and the higher achieving pupils have done better than this. The quality of teaching and learning has improved since the introduction of the National Literacy strategy, and the quality of learning is good in lessons. Teachers are working hard together with the learning support assistants to promote the literacy skills of all pupils, especially in reading and writing. There is improved recording in subjects such as in science and literacy.
90. The school has, as its main priority, the raising of standards in literacy. To achieve this a number of things have been done:-
- Pupils are now taught in ability groups within their year group, and this is pushing up attainment for everyone.



- There is better monitoring of teaching and planning and more detailed teaching of pupils' progress. This gives teachers accurate information about what the pupils have learnt in lessons.
  - There has been a focus on developing individual reading, guided reading groups and writing, which is still a priority.
  - Appropriate support is provided and teaching is more directly focused to the needs of individuals. This has resulted in better progress throughout Years 1 and 2.
91. These initiatives are having a positive impact on attainment. Literacy is taught well and standards are improving, particularly in reading. Progress is satisfactory through Years 1 and 2. Pupils' skills and knowledge of reading and writing are being steadily built upon throughout the school, although too few pupils are reaching higher levels in writing, particularly in Year 2.
92. By the age of seven, standards in speaking and listening are average for pupils and they make satisfactory progress. Pupils speak audibly and use a greater range of words. Pupils listen and speak in a variety of situations. For example, their language skills are developed well in history lessons, such as when in history they tell Molly the servant what to expect as she takes up her new job at Shugborough Hall. This is boosting attainment and valuable opportunities are provided for pupils to listen and speak in assemblies, particularly when they are encouraged to role-play or read out their 'thinking' prayers. Pupils listen carefully to instructions and most pupils respond thoughtfully to adults' questions. They are keen to answer in literacy hour for example, when answering questions on the poem entitled 'The Apple and the Worm', in Year 2. The higher attaining pupils make their meaning clear and speak confidently. Teachers effectively model the pupils' answers into correct sentences, and this helps pupils of all abilities to extend their ideas well.
93. By the age of seven, progress is good in reading especially for the higher achieving pupils who achieve above average standards. The remainder of the pupils mainly attain average standards. Pupils with special educational needs make good progress in relation to their ability and are supported well in their learning. Pupils' responses to books have improved and there are increased opportunities for them to develop their reading skills across the curriculum. They make good use of the library for researching topics such as the Victorians in history. The shared text sessions are organised and planned well. Year 1 and Year 2 pupils know the difference between fiction and non-fiction texts, their dictionary skills are satisfactory and they are taught to read texts with increasing fluency and understanding. They are taught letter sounds and the conventions of reading well, and they are given regular practise in reading individually to adults. Pupils take their books home on a regular basis. Most pupils have someone at home who hears them read. This helps them to improve their reading skills.
94. Standards of writing are average at the age of seven. Higher attaining and average pupils write accounts of visits, poems, stories and reports using simple sentences. Teachers plan well and prepare work that motivates the pupils well. However, there are too few opportunities for pupils to write at length in literacy and other subjects. They are keen to write additional verses for poems. Information and communication technology is used appropriately by pupils in lessons to word-process their accounts, stories and poems, for example, when pupils in Year 2 write poems to accompany their pictures based on the theme of 'water'. However, ICT is not used sufficiently for research purposes to support literacy.
95. Lower attaining pupils communicate their ideas and quote well thought simple words and phrases. Pupils are taught how to punctuate their work accurately. Standards of handwriting and spelling are in line with expectations for pupils of their age in Years 1 and 2. Higher attaining pupils achieve satisfactorily overall in their writing and spelling and enjoy writing for a range of purposes. However, too few pupils in both year groups reach the higher levels in writing. The school has identified this as a priority for development.
96. The teaching of English is good and teachers are confident in delivering the National Literacy Strategy and there are good teaching strategies in place. Good management of lessons is helping to improve pupils' progress. Planning is good, objectives are clear and teachers are matching tasks well to pupils' ability. Good use is made of assessment by teachers to inform planning. Although there is variation in the quality of marking in some classes. There is consistent use of target setting for pupils and this helps to improve standards because everyone knows what they are trying to

achieve. Good use is made of support staff to support the needs of the lower achieving pupils. Pupils with special educational needs; those from ethnic minorities and pupils for whom English is an additional language, make good progress, due to effective support in lessons.

97. The co-ordinator is monitoring teaching and learning well. She is aware of the need to continue to develop literacy skills across the curriculum, especially in writing. The subject makes a good contribution to the spiritual, moral, social and cultural development of pupils through them using drama to act out situations from the past and discussions in circle time.

## **MATHEMATICS**

98. The previous inspection found that standards at the end of Key Stage 1 were in line with national averages. The quality of teaching was generally sound but variable between classes and year groups, with some unsatisfactory teaching and inefficient use of time in lessons. Pupils lacked skills in the use of mathematics and handling data.
99. Standards pupils achieve and the quality of teaching have improved throughout the school. Several reasons account for the good improvement. These better results are associated with the effective implementation and teaching of the National Numeracy Strategy, rigorous monitoring of teaching and learning, effective analysis of past test data and a strong commitment to raising attainment in the school by staff and governors.
100. Early indications show that the present Year 2 pupils have maintained average standards with only three per cent not gaining the average Level 2 in the recent National Curriculum tests. However, over a third gained the above average Level 3. This is despite the fact that a higher proportion of Year 2 pupils have special educational needs than previously and there has been a high proportion of pupils both entering and leaving the present year group during the last year. There has been very good monitoring of planning, teaching and learning, and assessment and tracking of pupils' progress. The quality of teaching has improved and the majority of teaching observed was at least good with very good teaching in half of the lessons seen. Rigorous monitoring by the very effective co-ordinator has ensured provision is more consistent now between classes and year groups. There are good procedures for assessment and effective use is made of the information gathered to plan the curriculum and identify those pupils who would benefit from either small group support or intervention strategies to challenge them to achieve more highly. Setting by ability in Year 2 has helped to match work more accurately to pupils' ability and brought about the desired outcome: raising the percentage of pupils gaining the higher level in the recent National Curriculum tests.
101. Inspection evidence indicates that pupils in Year 2 are achieving average standards overall but with a significant proportion, over a third, working at above average levels. The quality of learning is good. Pupils in Year 1 are benefiting from the increased focus on mathematics and, overall, they are working at above average levels so the trend for higher attainment by the time pupils leave the school has been established. The drive to improve the attainment of girls has been successful; there is no significant difference between the attainment of boys and girls. Available evidence during the inspection suggests that the majority of pupils enter Year 1 with mathematical skills broadly in line with those expected for pupils of this age, although children in the present Reception classes are attaining higher standards. Good progress is made in lessons during Years 1 and 2. However, the pupils in Year 2 are to some degree catching up with their mathematical knowledge and acquisition of skills. Consequently, progress over time has been satisfactory for most pupils by the end of Year 2 because they did not have such good early years' provision and teaching in the past.
102. The significant proportion of pupils gaining the higher levels is a good indication that higher attaining pupils have better opportunities. Pupils are now more challenged in their mathematics than at the time of the last inspection. The majority of pupils for whom English is an additional language and from ethnic backgrounds make good progress and achieve well. Pupils with special educational needs make at least good progress in lessons, with learning support assistants very effectively supporting them. Careful explanations and close working with the teacher when planning and evaluating work ensure pupils are taught in small steps very well. This was evident in a Year 1 lesson when pupils learned about the properties of solid shapes. The activity was made interesting and maintained the pupils' interest, as they tried to guess the shape of the hidden object the

learning support assistant was describing. By the end of the lesson they knew the correct names and properties of several solid shapes.

103. By the end of Year 2, most pupils can count to 100 and beyond, with the higher attaining pupils working up to 1000, and use a variety of mental calculation strategies. Some of the lower attaining pupils need to rely on practical apparatus, such as number lines, as they do not have secure mental strategies and skills to solve number operations. Many pupils identify the common two- and three-dimensional shapes and describe some of their features and properties. Year 1 pupils are already achieving this concept; this is why they are working at above average levels. Average and higher attaining pupils understand place value and most pupils know and use some of the multiplication tables. Pupils use standard and non-standard measures of weight, capacity, length and time with good understanding and use of skills.
104. To raise standards in mathematics, the school has placed considerable emphasis upon mathematics and to the development of sound understanding of mathematical principles. This has been successful. The introductory sessions are used well to reinforce mental mathematics and a focus upon key mathematical vocabulary is routinely included in lessons. This helps pupils discuss their work well, using mathematical terminology. A particularly good example was observed in the Year 2 higher attaining group. Detailed analysis of the National Curriculum tests indicated that pupils needed to consolidate and extend their knowledge of fractions. Through very challenging teaching, learning about fractions moved on rapidly and by the end of the lesson, pupils were able to explain, for example, what the denominator was using appropriate vocabulary.
105. Throughout the school pupils make good use of their mathematical knowledge for situations in other subjects, such as counting legs of insects in science, measuring in design and technology and the use of simple co-ordinates in geography. There is better use of ICT to support learning and for handling data. Symmetrical patterns are produced using a graphics program, which also links with art and design. Also Year 1 pupils produce pictograms of the most dominant eye colour in the class, therefore representing information graphically which is an improvement since the previous inspection.
106. Throughout the school the response to mathematics is good. Almost all pupils enjoy the subject and have an extremely positive attitude. They work hard sustaining concentration and persevere to overcome problems. Some higher attaining pupils are aware that they are good at mathematics and many say they like mathematics. They are confident to discuss how they reached their answers. This is because teachers encourage them 'to have a go'. This is particularly effective in the introductory oral sessions and helps to develop pupil's speaking and listening skills.
107. The quality of teaching has improved. Lessons focus sharply upon promoting the underlying mathematical understanding and teachers demonstrate good subject knowledge and competence when teaching mathematical skills. A good range of activities to support learning helps to sustain interest and there is good promotion of using and applying mathematics throughout all aspects of pupils' work. Good planning sets out the precise objective of the lesson. These are shared effectively with pupils at the start of lessons and revisited at the end. Planning identifies different tasks closely matched to the ability of pupils, which helps all pupils make good progress. Marking is satisfactory overall. Where it is good, teachers make comments that enable pupils to know what they have to do next to improve. However, some marking is not helpful to inform pupils what it is they must do next to improve and just involved ticking work.
108. A good range of assessments assists the school in monitoring pupils' progress. Good analysis of National Curriculum test data has taken place to identify strengths and weaknesses and the curriculum is adjusted accordingly. Rigorous monitoring of teaching, learning, planning and work sampling takes place and appropriate feedback is given to teachers. The school has implemented the National Numeracy Strategy well and is reflected in planning and lessons. The co-ordinator provides strong and committed leadership. She is instrumental in fostering a collaborative drive for improvement.

## **SCIENCE**

109. In the previous inspection, attainment at seven years was average. Pupils' learning and the teaching of science was satisfactory. However, often the teaching was poorly matched to the needs

of pupils. Recently, teaching of science has improved considerably and this is reflected in the learning of pupils and their improving performance in National Curriculum tasks.

110. The teaching of science is sound overall and often good. Teachers are enthusiastic about science and well informed, and frequently offer pupils good practical and first hand experiences. They plan well, and pupils receive a wide and appropriate range of scientific experiences.
111. Pupils' attainment in science is average by the end of Year 2 with around 30 per cent gaining the higher Level 3. Pupils in Year 1 accurately draw and group small animals, identify and sort materials, know when to use pushes and pulls, and know sources of light and sound. Year 2 pupils accurately describe the life cycle of a sunflower, correctly classify materials as natural or man-made, and confidently recognise electrical dangers. Younger pupils confidently explore the movement of cars over different surfaces and understand the principle of a fair test when determining whether materials are waterproof. Older pupils make practical simple circuits and correctly devise a fair test.
112. Pupils make satisfactory progress through Years 1 and 2. They move from identifying living things and correctly naming the conditions necessary for life to classifying plants and animals well. They learn and apply challenging new scientific vocabulary including 'observation' and 'invertebrate'. They progress in their practical testing from simple exploration of musical instruments to planning a fair test well.
113. Pupils' attitudes to science are good overall in lessons. All pupils are interested and excited by science. They co-operate well, and behave responsibly when handling and observing small creatures, which helps pupils' social and moral development. They know how to use a magnifying lens correctly. They apply themselves well to their work, and use good teacher-prepared tables and recording sheets with confidence. Older, higher attaining pupils have limited opportunities to record in other ways, including sustained writing. Teachers make satisfactory use of literacy links; pupils make books about sound, with chapters, a contents page and an index.
114. The school is very well equipped to teach practical science. The resources are effectively organised and stored well. The library is very well stocked with science books. The new science policy is good, broad and balanced. As a result, pupils are receiving a wide and appropriate range of science experiences. The new co-ordinator for science is perceptive and effective and has clear and appropriate priorities for the subject. She has made good use of her careful analysis of pupils' performance in National Curriculum tests to guide the teaching of science. The result of this work has been a significant improvement in the performance of higher attaining pupils in National Curriculum tasks.
115. Teachers evaluate how effective their lessons are. They talk with pupils as they work, judging their learning which helps the teachers to modify their teaching accordingly. Teacher marking of pupils' science work is usually encouraging but there is some variation; occasionally the best marking suggests ways that the work could be improved. Science is not yet assessed as well as English and mathematics, so that pupil progress can be better tracked and teaching even more closely targeted on the needs of all individuals.

## **ART AND DESIGN**

116. The attainment in art and design of seven-year-olds is in line with that expected for their age. At the time of the last inspection pupils' attainment was considered to be above average. There are several reasons why this is not the case now. There are limited opportunities to learn about famous artists and styles of paintings, particularly those from non-western cultures. It is an area of work less developed and represented in the school and there are not sufficient resources to promote this aspect. As in the last inspection there is still no system for assessment to assess pupils' skills and progress over time. The newly appointed co-ordinator has begun to review the scheme of work, which is based on national guidance and the school's own scheme but there are still occasions where the development and progression of skills is not sufficiently rigorous, for example in drawing. There are occasions when artwork is not linked to the scheme of work for art and design but of geography, for example, the making of Mexican masks in Year 2. The co-ordinator is aware that opportunities are lost to develop skills in a systematic manner, as pupils could be creating a more

complex artefact by Year 2, possibly building up the features with papier-mâché rather than a flat card mask.

117. No lessons were observed during the inspection, as the school tends to teach design and technology and art and design alternatively. From displays of work and sketchbooks kept by Year 2 pupils, including those with special educational needs and those for whom English is an additional language, it is evident that satisfactory progress is made throughout the school. Pupils express their ideas through a range of different experiences in art and design. They have regular access to textiles, paint and pastels and learn how to mix colours, and from an early age apply paint with care. In Year 2, work has been produced using colour washes to build up a seascape based on the work of a Japanese artist, Hockney and Turner. A satisfactory range of work has been produced this year in both two- and three-dimensions. Year 1 pupils have created sculptures using natural materials, collected from the school grounds, based on the work of Goldsworthy.
118. There are appropriate links with other subjects. For example, as part of the science topic about mini-beasts, pupils in Year 2 sketch snails and other creatures with care, noticing that the spirals on one shell are clockwise, while on another they are anti-clockwise. In a history and geography topic on buildings, blocks are carefully marked and used to print houses. The use of ICT is developing in art and design, for example, when Year 1 pupils draw complex symmetrical designs in mathematics and Year 2 pupils design an Easter egg, using a graphics program.
119. Teaching in art and design is at least satisfactory from the range of work completed. The displays of pupils' artwork are valued and enhance the learning environment in the school, which is similar to the comments made in the previous inspection report. During the preliminary visit to the school, it was evident in a lesson that Year 2 pupils have positive attitudes towards the subject and work with concentration and care.
120. The co-ordinator is fairly new in post, but has enthusiasm and expertise to promote the subject. She has already carried out an audit and identified areas for development that would enhance teaching and learning, such as visits to art galleries and the use of sketchbooks throughout the school. A satisfactory art and design curriculum is in place which is broad and balanced, as well as giving pupils experience of different techniques and media, including working with three-dimensional materials, such as clay, as in the Year 1 coil pots. It builds satisfactorily on pupils' previous knowledge and skills but the co-ordinator is aware that further work is needed in this area.
121. The subject makes a good contribution to pupils' spiritual development, through interesting displays of pupils' work based on the work of other artists. Social development is promoted well in the valuing of pupils' achievement and the encouragement of co-operative work. Some attention to art and design from non-western cultures is given but this is limited. The contribution to cultural development is sound overall.

## **DESIGN AND TECHNOLOGY**

122. Pupil attainment in this subject was below national expectations at the previous inspection. Teaching was unsatisfactory; resources poor and pupils showed only moderate interest in design and technology. Great efforts and investment have been made in this area, and they are beginning to pay off in improved products made by pupils. As a result, their interest in the subject is high.
123. Only one design and technology lesson was observed in Year 2 during the inspection. Judgements of standards have been made on pupils' recorded work and products that they have made. Attainment and progress is satisfactory. Year 1 pupils plan and make fruit yoghurt, make moving pictures and articulated models well. Year 2 pupils work with textiles, learning skills of cutting and joining, before they design, make and evaluate good hand puppets. From the evidence it is evident that pupils make satisfactory progress in learning DT skills throughout the school.
124. Pupils planning a project on vehicles prepared with some research at home. The products varied from simple scrapbooks to written work on axles and lubrication. They tackled modelling vehicles with enthusiasm, collaborating well and overcoming frustration when wheels wouldn't turn. With good teacher guidance, they produced effective prototype moving vehicles and drew plans for future construction. Pupils were effectively taught an appropriate design, make and evaluate process of problem solving. Small groups, led by a well-prepared learning support assistant,

learned how to use a hand saw with good attention to safety, using appropriate tools and wood. Pupils' attitudes to the subject are very good.

125. Co-ordination of the subject is satisfactory. The co-ordinator of the subject has adapted curriculum plans to ensure they cover National Curriculum expectations. They are broad and balanced, but assessment activities are sketchy, and are unlikely to inform future teaching adequately. While teachers evaluate the effectiveness of lessons, and this is used to plan, there is no record of the attainment or progress of individuals. The co-ordinator has not yet had the opportunity to monitor teaching and learning of the subject.
126. The school has made a considerable financial investment in the subject, and it is very well resourced.

## **GEOGRAPHY**

127. Work and attainment in geography was judged sound at the previous inspection. The teaching was good and pupils soundly interested. Teaching is still generally good, and the pupils' attainment is satisfactory, while their application and attitudes to geography have significantly improved. Clear leadership from the new co-ordinator is beginning to have a positive impact on geography.
128. Geography has a noticeably high profile in the school and is visible in wall displays in most classrooms. The subject is well led but as yet opportunities to monitor teaching and learning are limited. Teaching is satisfactory with some good aspects such as teachers' subject knowledge, which is good and helping pupils learn well.
129. Pupils' learning and progress in geography is satisfactory. Pupils in Year 1 learn about their locality, correctly trace their route to school on a map and survey passing traffic well. Satisfactory use is made of ICT to record the journeys to school. Pupils compare old and new homes. In Year 2, pupils correctly use a map and key when learning about Lulworth Castle and compare Tenby with their home area. They identify Mexico on a world map, and have compared life there with life in the United Kingdom, which contributes to their cultural development satisfactorily. They have looked at the problems of living on an island and in discussion they recall this work well.
130. Pupils work well together for sustained periods in geography lessons. Year 1 pupils collaborate on devising a treasure map with a pictorial key, and use co-ordinates confidently to give clues to the hiding place of the treasure, which supports their mathematical development. They learn and use appropriate vocabulary, such as key, co-ordinate and symbol. They are well supported by teachers and learning support assistants, which helps lower attaining pupils to take part in lessons well.
131. The school is well equipped to teach geography, although some of the resources are dated and due for replacement. Work in other curriculum areas, RE for example, help balance the focus on physical geography with environmental issues, which also makes a sound contribution to pupils' moral and social development. While the effectiveness of lessons is recorded, there are limited systems in place for the assessment and recording of pupil progress or for lesson planning based on assessment.

## **HISTORY**

132. The satisfactory standards achieved in the last report have been maintained. Standards are satisfactory for the seven-year-olds, and pupils, including those with special educational needs and English as an additional language, are secure in their understanding of the present and the past. Improvements since the last inspection include a complete review of the history curriculum using the most recent national guidance. The policy and scheme of work are based on this guidance, and this helps the teachers to plan their work effectively and at the right levels. The co-ordinator leads the subject well, and she is aware of the importance of using and extending pupils' literacy skills through the history curriculum.
133. By the age of seven, pupils have a sound understanding of how things have changed between the present and the past. Some good work has been carried out on life in Victorian times. Pupils are able to name some important people and events in history, for example, Florence Nightingale.

They have a good knowledge of seaside holidays in the past and can give clear explanations about what a beach was like in Victorian times. Pupils' understanding of the past is deepened by visits to places such as Shugborough Hall. They have a realistic understanding of what life was like in Victorian houses and describe how hard life was for a servant at that time. Older pupils are keen to find out more for themselves and they use their library effectively, for example, when finding out more about their topics. Teachers' planning indicates the subject is covered satisfactorily and pupils are keen to talk about their learning in history. They have a good understanding of the differences between old and new toys in Year 1.

134. The quality of teaching and learning throughout the school is good overall. Teachers' subject knowledge and understanding is secure and good resources, visits to places of interest and visitors to school, all help to give the pupils a better understanding of the period being studied. Good teaching strategies such as 'hot seating'<sup>4</sup> are used effectively. For example, in a good Year 2 lesson highly motivated pupils gave clear explanations to Molly, the Victorian servant as to what her job would be like. Some use is made of ICT to support pupils learning, for example finding out about Lord and Lady Lichfield's house.
135. The co-ordinator provides good, clear direction for this subject. She monitors planning and pupils' learning but as yet has had no opportunity to monitor teaching and learning. She has identified the need to develop more forward assessment procedures. The subject makes an effective contribution to the spiritual, social, moral and cultural development of the pupils through pupils developing an understanding of the lives of people, for example, those living in the Victorian times, and an awareness of the difficulties in their daily lives.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. The previous inspection had found the teaching of ICT inconsistent. Although the pupils performed in line with expectations, the provision of computers was barely adequate. Investment in computers and the training of the whole staff is beginning to have a positive impact on the subject. Leadership is good, teachers' confidence is high and there are plans to overcome technical problems and increase provision further. It is evident from the limited observations of pupils using computers that they enjoy the subject.
137. Information and communication technology was not taught as a subject during the inspection, and firm judgements cannot be made on the quality of teaching. However, based on the scrutiny of work and discussions with pupils, teaching is judged to be at least satisfactory and attainment at the end of Year 2 average. The acquisition of new computers has raised the profile of the subject in the school. Year 1 pupils have played appropriate educational games on screen, programmed floor toys and used headphones to listen to stories. Year 2 pupils have had good wider experiences that include painting and drawing, designing working hand puppets that they later made in design and technology, and writing imaginative poems about the sea. Pupils currently have little opportunity to use the computer and the Internet for research. However, there are some good examples, such as pupils' research about Lord and Lady Lichfield's house. Progress overall is satisfactory and pupils are gaining ICT skills in a progressive manner.
138. Pupils have made some good use of ICT in other curriculum areas. For example, making electrical circuits and researching both small creatures in science and characters in history using CD-ROM; designing and evaluating in design technology, drawing graphs and symmetrical patterns in mathematics and writing poems and stories in English. Pupils are enthusiastic and confident in the use of new technology. They collaborate and share well. A well-prepared learning support assistant led a small group of lower attaining pupils in using a computer game to help tell the time. The pupils patiently shared a single computer instead of having one each because of computer network failure.
139. Indeed, while the school has a satisfactory number of computers following considerable appropriate investment in a networked suite, the network system itself has always proved unreliable. Repairs to this, and the carefully planned acquisition of more computers, will mean that

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<sup>4</sup> Hot seating – a pupil takes on the role of a character and other pupils ask them questions and encourage them to talk about their lives and conditions in which they live.

the school is well equipped to teach the subject, with more computers in each classroom. But staff confidence is high, following recent and relevant training. Teachers demonstrate their skills by using word-processing and a graphics program widely to produce well-designed labels and task sheets for the pupils to use.

140. The co-ordinator is well informed. She has recently taken on the role, and plans are already in hand to tackle computer reliability problems, increase the number of computers, and develop an effective assessment system. There is a well-written policy for the subject, which covers all the expectations of the National Curriculum. There are no systems in place to assess pupil's progress in their understanding and use of ICT at present, and monitoring of teaching and learning is informal.

## **MUSIC**

141. The previous inspection report found pupils' attainment to be in line with national expectations by the time pupils were seven years of age. Pupils made satisfactory progress overall. These standards have been maintained and pupils' attainment is in line with national expectations by the age of seven, although it is often higher in singing. This is due to the successful teaching of a well-structured curriculum and a continued effort to maintain the satisfactory progress pupils make with their singing and composition work.
142. In Years 1 and 2 pupils singing is expressive and tuneful. Year 1 pupils sing the song 'Drums' enthusiastically, and they have a sound understanding of rhythm and beat. They have a good sense of pitch and are given valuable opportunities to perform by the teachers. Clear explanations are given about adding suitable instrumental accompaniment and this results in pupils demonstrating that they have a sound understanding of tempo. They make good progress in appreciating that music can be represented by graphic signs. They match music to suitable signs with a good degree of accuracy. Good, clear explanations are given by the teachers and support staff, which enable them to record their answers correctly. Valuable opportunities are provided for them to evaluate and refine their composition work and to work with others, which also contributes to pupils' social development.
143. The quality of teaching and learning is good throughout the school. Lessons are well prepared with opportunities for singing, composition work, percussion work and listening and appraising. Where teaching is good, there is a brisk pace to lessons and effective use is made of good quality resources. Pupils' literacy skills are developed satisfactorily through song and rhythmical composition. Teachers have secure subject knowledge and understanding and clear expectations of pupils' performance. Pupils co-operate well in group work and listen carefully. This helps them to make good progress in lessons. No use was made of ICT during the inspection to enrich the pupils' learning.
144. The co-ordinator provides good, clear educational direction for the subject. The main improvement since the previous inspection has been the curriculum resulting in good planning. Assessment in music remains an aspect for improvement, which the co-ordinator is aware of. Music makes an effective contribution to pupils' spiritual, moral, social and cultural development. For example, valuable opportunities are provided for pupils to share their skills in performances in the school.

## **PHYSICAL EDUCATION**

145. Teaching, learning and attitudes were all sound at the previous inspection. Pupils' attainments are still satisfactory, but much improved resources and enthusiastic subject leadership are beginning to have a positive impact on performance in the subject. Pupils' behaviour and attitudes to PE remain good, because teachers have good relationships with pupils and are consistent in applying good behaviour management, as seen throughout the school.
146. Teaching of PE is sound. Teachers and pupils dress appropriately for PE lessons and structure them well to carefully prepared plans. Lessons begin well with a warm-up and end with a cool down following the good health and safety procedures. Pupils are prepared carefully for activity, loosening up and stretching before exercise. As good policy, teachers involve pupils in thinking



through safety issues before undertaking activities, and draw pupils' attention to body changes with exercise.

147. Pupil learning and progress in PE are sound. Year 1 pupils work individually, using balls and other small apparatus. Ball skills are taught well, and pupils are able to reproduce and refine them. Year 2 pupils followed a warm-up with progressively more demanding ball games in pairs and teams. A less able group was well supported by an Integration Assistant. Pupils elaborated on the activity, which they clearly enjoyed. They followed instructions and responded promptly to a whistle. A new activity proved a challenge, but the pupils persevered and the teacher used an able group to demonstrate the activity. Pupils suggested improvements and succeeded with the activity. Swimming is well organised to make the most effective use of pupil time. The support of trained volunteer teachers and untrained helpers is greatly valued. Pupils enjoy swimming and progress with confidence. There are after-school clubs for football, skipping and line dancing, with a thoughtful policy of changing the activity from time to time so as to attract the widest range of pupils.
148. Pupils respond well in PE lessons. They enjoy them and behave well, sharing apparatus and collaborating in games and exercises, which contribute towards their social development.
149. The co-ordinators are enthusiastic and knowledgeable. They have planned well, including out of school clubs, and provide a wide range of physical activities contrary to the views of some parents. There has been considerable financial investment in PE, which has paid off well in a wide range of attractive and appropriate equipment. The headteacher is also a PE co-ordinator. This puts pressure on her use of time.

## **RELIGIOUS EDUCATION**

150. Good progress has been made in tackling the key issue at the last inspection. Standards are now in line with the expectations set out in the locally agreed syllabus and pupils make satisfactory progress in their understanding and knowledge of Christianity and that of other world faiths. There have been good improvements in planning and resourcing the curriculum, and these support pupils' learning well.
151. By the age of seven pupils know the significance of religious festivals such as Harvest, Christmas, Diwali and Easter. Pupils in Year 1 carefully consider how to make the local environment a safer and better place. The effective use of the story 'Dinosaurs and all that rubbish' helps pupils to consider the difference between beautiful environments and rubbish-filled and polluted environments. This is supporting their moral development well. The good use of questions helps pupils to think about health and safety issues and the teacher skilfully develops interesting discussion work. Some pupils use the words 'special place' and 'beautiful world' as they arrive at their conclusions.
152. Year 2 pupils are building well on their prior learning about Muslims as they focus on the Muslim visit to Mecca. They make good progress as the result of effective teaching and good use is made of pupils' own suggestions to develop discussion and promote learning. This discussion leads successfully into the Hajj game involving collecting tickets, compass, prayer mat, clothes, suitcase and Qu'ran to be prepared for a visit to Mecca. Pupils enjoy this and readily take turns. They have a clear idea of what will be waiting for them when they arrive at Mecca.
153. In discussion with the pupils, they were happy to explain how the school had celebrated Diwali and Christmas. Good links are made with the daily act of worship, and this helps to extend pupils' knowledge as well as their understanding. They are presented with valuable opportunities to reflect upon why they should listen to one another and hear what is said, as only then can they act on the words. Their spiritual, moral, social and cultural development is extended well through stories such as 'The Sower'. Good links are made between everyday life and pupils' learning and this helps their learning to be secure.
154. The quality of teaching and learning is good. Strengths of the teaching include good planning, thorough questioning and effective use of a good range of resources. Pupils are motivated and learn effectively. The pupils make appropriate use of ICT to support their written work and enjoy

expressing their thoughts and opinions. All pupils, including those with special educational needs and who speak English as an additional language, make good progress in lessons due to good teaching.

155. The co-ordinator provides a very good clear educational direction for this subject and conscientiously monitors teaching, planning and pupils' learning. The school has identified the need to develop more formal assessment procedures to monitor pupils' progress.