

# INSPECTION REPORT

**CASTLEFORD TOWNVILLE INFANTS'  
SCHOOL**

Castleford

LEA area: Wakefield

Unique reference number: 108229

Headteacher: Mrs A C S Brown

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 25 – 28 November 2002

Inspection number: 246776

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
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Poplar Avenue Townville Airedale Castleford
Postcode:	WF10 3QJ
Telephone number:	01977 723090
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Dale
Date of previous inspection:	13 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	Mrs J Randall	Registered inspector	The Foundation Stage English as an additional language Art and design Physical education Religious education	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
13706	Mrs G Marsland	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?
4926	Mrs T Aspin	Team inspector	Educational inclusion Special educational needs Mathematics Science Information and communication technology Music	How good are the curricular and other opportunities offered to pupils
31175	Mr A Allison	Team inspector	English Design and technology Geography History	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the outskirts of Castleford on a site with three other schools, two of them catering for primary aged pupils. It serves a large housing estate but some pupils come by parental choice from further afield. The site suffers from a high level of vandalism after school hours. The two other primary schools are part of an 'Education Action Zone'. Townville Infant School misses this extra support mainly because its present level of pupils known to be eligible for free school meals is marginally below the category required. At present, 11.7 per cent of full-time pupils are known to be eligible for free school meals (about average). The school is smaller than most with 197 boys and girls aged three to seven, of whom 77 are part-time in the Nursery. Only seven pupils are from ethnic minority backgrounds, or are Travellers. The percentage of pupils with special educational needs (23 per cent) is similar to the national average and four pupils have a statement of special educational need for various learning difficulties. The overall level of prior attainment of children entering the Nursery is below average, although all levels are represented. There are particular weaknesses in communication, language and literacy skills. The school has had three deputy headteachers since the previous inspection and is emerging from a period of significant staffing difficulties. It gained the 'Investors in People Award' in 2001 for its work in staff development and relationships.

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

This is a very effective school. The very good teaching and the leadership and management of the headteacher and key staff, coupled with the particularly good assessment procedures, enable the school to focus very well on the learning needs of all groups of pupils. In particular, the very clear concentration on the development of language and vocabulary skills and practical and investigative learning as tools for gaining new skills and the understanding and retention of knowledge has fostered very good progress and achievement. The very good relationships in the school, including the links with parents and the very good behaviour and attitudes of pupils, allow very good learning to take place. The school provides very good value for money.

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

- Pupils achieve very well and standards in reading, writing, mathematics and science are well above those expected nationally. This is because the quality of teaching is very good and a key to pupils' success. Very good assessment procedures support very clearly focused learning for all groups of pupils and pupils' attitudes and behaviour are very good.
- Standards in art and design, design and technology, physical education and music are above average.
- Achievement is very good for all groups of pupils.
- The provision for special educational needs is very good.
- Links with parents are very good.
- The leadership and management of the headteacher and key staff are very good and a significant reason for school improvement.

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

- Provision for information and communication technology.
- The outdoor provision and accommodation for the Reception class.
- Secure planning for learning about life in a culturally diverse society.

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





## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Since then it has made very good improvement. Standards have improved in most subjects. Most aspects have also improved including the quality of teaching and assessment procedures. The 'key issues' from the previous report have been well met. Efforts have been made to improve the safety on the drive and have been as successful as this school is able to achieve. All levels of planning have improved. The way teachers use a very wide range of ways of assessing their pupils, and the information gained to plan future work, is very good. The reading and writing curriculum are very broadly based and very successful. Provision for information and communication technology has improved and investigative work in mathematics and science are key features of success. Teaching in the Reception class has improved considerably.

## 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			
	all schools			similar schools
	2000	2001	2002	2002
Reading	E	C	B	B
Writing	D	A	A	A
mathematics	E	B	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

In 2002 the standards in the national tests at the end of Year 2 in relation to all schools were above average in reading and mathematics and well above average in writing. In relation to schools with similar percentages of pupils claiming free school meals they were above average in reading and well above in writing and mathematics. In science teachers assessed the number of pupils reaching the nationally expected level to be below average but above average when compared with similar schools. An above average number of pupils were estimated to achieve at a higher level. Results in national tests and assessments have improved significantly since 2000. Pupils' standards seen during the inspection in reading, writing, mathematics and science are well above average. The concentration on pupils developing good language skills is the key to pupils' success in all subjects and they use skills of investigating, problem solving and evaluating their own learning very well. Attainment in art and design, design and technology, physical education and music is above average with attainment in all other subjects similar to that expected nationally. Children in the Foundation Stage (Nursery and Reception classes) make good progress and most are expected to achieve the nationally expected Early Learning Goals for their age in all six required areas of learning<sup>1</sup> by the end of the Reception year, with some children above this level. Many children achieve above this level in creative development in the Reception class at this early stage in the year. All pupils in Years 1 and 2 achieve very well, including those pupils with special educational needs or those with higher prior attainment.

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<sup>1</sup> The Early Learning Goals are the nationally expected areas of learning in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good and pupils are attentive and very motivated to succeed.
Behaviour, in and out of classrooms	Behaviour both in and out of classrooms is very good and promotes a good learning atmosphere.
Personal development and relationships	Personal development is good and pupils take responsibility and show respect and value for others.
Attendance	This is now satisfactory. Some absences still occur as a result of term-time holidays.

## TEACHING AND LEARNING

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

The quality of teaching overall is very good. The only two lessons where teaching was unsatisfactory were taught by a temporary teacher and are not typical of the work of the school. The strongest teaching is found in Year 2 and in the Reception class. Teachers teach the basic skills of literacy and numeracy very well, adapting the National Literacy and Numeracy Strategies well to meet the needs of the pupils in the school. A key feature of the school's success is the very consistent development of language skills in all subjects as well as in the designated English lessons. Pupils are taught to hypothesise, investigate and evaluate. Teachers extend and challenge by skilled questioning and discussion and have very high expectations of participation, achievement and behaviour. Praise is used well to support learning and self-esteem and lessons are interesting, lively and fun. The strong links made between subjects reinforces learning well but there is a need to extend the use of information and communication technology as a tool for learning in all subjects. In the Nursery and Reception classes teachers have a good understanding of the latest national guidance for this stage of learning and use it well. Very good assessment of learning in all classes means that work is always well matched to all pupils' needs. Teaching for pupils with special educational needs is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good quality and interesting curriculum is provided for all pupils. Outdoor activity for Reception children is restricted by the lack of an appropriate secure area and access. Information and communication technology is still not used enough to support all subjects.
Provision for pupils with special educational needs	Provision for pupils with all types of special educational needs is very good and supports very good learning. The specific needs for pupils with statements of special educational need are fully met.
Provision for pupils' personal, including spiritual,	This is good overall. Provision for moral and social development is very good and good for spiritual development. Although there are

moral, social and cultural development

opportunities for pupils to develop an understanding of life in a culturally diverse society, these are not firmly embedded in the school's planning for all subjects. However provision for cultural development is good.

How well the school cares for its pupils	The school cares for its pupils well. There are particular strengths in the procedures for assessing and supporting pupils' academic progress.
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The school's links with parents are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher has a very clear vision for the school and her determination to take the school forward, with the full support of the senior management team, has a very positive influence on the quality of teaching and commitment of staff and achievement and attainment.
How well the governors fulfil their responsibilities	The governors are strongly committed to the school and fulfil their legal duties well. They are knowledgeable about the school and its work.
The school's evaluation of its performance	This is done very well by detailed analysis of all available information and used to set priorities for changes in teaching, the curriculum and the school improvement plan.
The strategic use of resources	The school uses its resources well. It seeks to make good use of all its limited finances by ensuring that it gets the best value for money from its spending.

Accommodation and resources are satisfactory overall with weaknesses in information and communication technology provision, physical education resources and an outdoor area for Reception children. Teachers and support staff are well qualified and effective and work well as a team.

## 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 make good progress.</li> <li>• Behaviour is good.</li> <li>• The school expects children to work hard and is helping them to become mature.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The information about how children are getting on.</li> <li>• The links with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agree fully with all the parents' positive views of the school. The links with parents are judged to be very good. The amount of homework given is appropriate for the age of pupils. The quality of information for parents is good but reports do not contain targets to inform pupils or parents how work could be improved. There are no after-school activities because of the need for parents to collect their young children at the end of the day. There is an appropriate range of interesting visits and experiences for pupils that are extra to the National Curriculum to make learning interesting and a number of productions and seasonal events.

## **PART B: COMMENTARY**

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

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

1. The very good quality of teaching, particularly the close attention paid to the development of key skills of language, investigating, hypothesising, testing ideas, evaluating and drawing conclusions, has a significant effect on the very good progress, achievement and attainment. Pupils become confident learners. The very high quality of the assessment procedures and their effect on teaching and targeting learning is also a key factor. The very good quality of the leadership and management of the headteacher and key staff and the commitment of all staff are also significant features of the school's success.
2. Children in the Foundation Stage (Nursery and Reception classes) make good progress, particularly in language development. By the end of the Reception Year most children will be expected to reach the nationally expected levels in the six areas of personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, physical development and creative development and some will be achieving at a level above this. In creative development many children are already achieving above expectations.
3. In 2002 standards in the national tests and assessments at the end of Year 2, when compared with all schools, were above average in reading and mathematics and well above average in writing. When compared with schools with similar levels of known eligibility for free school meals they were above average in reading and well above average in writing and mathematics. The school has improved its results considerably since 2000. There is no significant difference between the results and performance of boys and girls. Standards seen during the inspection are well above average in speaking and listening, reading, writing, mathematics and science. Pupils make very good progress between entry to the Nursery class and the end of Year 2. A key feature of the school's success is the great emphasis that the school places on developing language and vocabulary skills. All lessons in all subjects focus very well on this and pupils are given the appropriate skills by which to take their learning forward and to use it in new contexts. Pupils develop language skills in a very good range of contexts and use their skills for many different purposes. In mathematics pupils' have good mental skills and recall of facts. Pupils with average and higher attainment already have a secure grasp of place value and simple facts relating to space and shape. Written calculation skills are very good. They record and read two-way tables and read information from pictograms. They use problem solving skills well to tackle new learning. In science pupils also use investigational skills well. They retain a surprisingly wide range of knowledge and information from the previous year and record their findings in note form, tables and in other practical ways. They already have a good grasp of scientific principles such as fair testing in experiments.
4. In information and communication technology standards are broadly similar to those expected for pupils of this age. Skills in word processing are above average and used well to support writing. Data handling and some aspects of control technology are weaker elements.
5. Standards in art and design are above those expected nationally. In particular, pupils have good skills in planning, designing and executing their work. They experiment with, and appreciate colour and texture, well and evaluate and improve their ideas. They use

the work of famous artists such as the sculptor Henry Moore as a source of inspiration and ideas and use language well to talk about their work. In design and technology standards are above those expected nationally and pupils well understand the sequence of design, make, evaluate and improve and select and use tools competently.

6. In history and geography standards are similar to those expected nationally. By Year 2, pupils have a satisfactory understanding of place and early map skills. They identify physical and human features of the local area and have begun to develop a sense of past and present. They know how roads were different before the invention of cars for example.
7. Attainment in music and physical education is above that expected nationally. Pupils understand that music is written as symbols and follow a simple score of long and short sounds, for example. They sing tunefully and accompany their own songs with accurate rhythm. In physical education pupils show a good awareness when moving in space and use their body well. They have good control when working with balls and have good skills in analysing and improving their performance.
8. Standards in religious education meet the requirements of the locally agreed syllabus well. Pupils in Year 2 demonstrated an above average understanding of the role of symbolism in faith and how religious faith affects people's lives. They show interest, respect and tolerance for the beliefs of others.
9. Pupils with special educational needs make very good progress in their learning, regardless of their particular learning difficulty. This is due to careful planning by teachers and to the very good support provided by special needs and classroom assistants. Pupils in other minority groups are also well supported and their needs are met. The school has clear procedures for identifying and monitoring pupils who are potentially exceptionally gifted and talented.

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

10. Pupils' attitudes to the school are very good. They are well supported by teaching staff who use praise and encouragement appropriately to promote pupils' self-esteem. Pupils are attentive, settle quickly to their work and are very motivated to succeed. There was a good example of this in a Year 2 literacy lesson, where the pupils discussed ideas before writing a poem. Pupils are eager to answer questions, listen carefully and work particularly hard because lessons are challenging. They are confident and respond well to the teachers' high expectations. This was a strong feature in a Year 1 information and communication technology lesson, where the pupils loaded programs onto the computer and in a Year 2 geography lesson working on maps and plans. The very positive attitudes shown by the pupils contribute strongly to successful learning and the raising of standards.
11. Behaviour in and around the school is very good and this matches the judgement of the previous inspection. Teachers have successfully established their high expectations of pupils' behaviour and response. There were no instances of bullying, challenging behaviour or racially motivated incidents recorded during the inspection. No pupil has been excluded from the school. The pupils have confirmed that they know what is expected of them and understand the difference between right and wrong and the effect their actions could have on others.

12. Very good relationships are a strong feature of the school that contribute to the high levels of harmony and the very positive atmosphere that is evident throughout the school. Relationships at all levels within the school are caring and friendly, both amongst the pupils themselves and between the pupils and staff. At breaks and lunchtime, the pupils talk and play together sociably. They work and play well together regardless of gender or race. Pupils willingly work alongside their peers who have special educational needs and accept their differences. This was particularly evident in a physical education lesson when one pupil quite happily paired up with another that found the activities in this subject difficult. Those with special educational needs work as hard as others in the class and enjoy their lessons equally as well.
13. The school is successful in promoting pupils' good personal development. The pupils respect the feelings, values and beliefs of others. This was evident in an assembly where pupils discussed feelings without fear or embarrassment. Pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as assembly, classroom, library and register monitors. Pupils are also gaining an understanding of the wider global community by raising money for charitable causes such as Dr. Barnardo's and the Children's Society. They show independence in their learning and thinking in lessons. Taking on responsibilities is having a good effect on pupils' personal development.
14. The overall attendance rate for the school has improved in the last year and is now satisfactory and similar to most other primary schools. This is because the procedures for checking and promoting good attendance have improved since the previous inspection. Registration meets legal requirements and is swiftly and efficiently undertaken. Pupils are punctual for school. However, although discouraged, some absences still occur as a result of holidays taken in term-time.

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

15. The very good quality of teaching is a key factor in the well above average standards attained by the end of Year 2 and the very good progress and achievement of all groups of pupils. It is a key strength of the school.
16. This is an improvement since the previous inspection. Teaching is good in the Foundation Stage and very good in Years 1 and 2. The small amount of unsatisfactory teaching was in lessons taken by a temporary teacher and weaknesses related to classroom management skills. These weaknesses are not typical of the overall teaching in the school. The strongest teaching was found in the Reception class and in Year 2. The consistently high quality teaching in Year 2 has a major effect on the standards attained by pupils in the national tests and assessments at the end of this year.
17. The key feature of the successful teaching throughout the school is the very consistent development of language and vocabulary skills in all lessons and subjects. This development is well supported by the very good lesson planning that identifies the key questions to ask and to work on during lessons and these also act as a focus for revision, consolidation and assessment at the end of lessons. Teachers extend pupils' prior attainment, the way they think and the effort they make by skilled questioning and discussion and have very high expectations of participation, achievement and behaviour. This leads to pupils' full cooperation and enjoyment with no time wasted. Alongside the very good development pupils are taught the skills to hypothesise, investigate and evaluate. These skills support good learning of all kinds but are particularly supportive of the good understanding and retention of knowledge that pupils

have, their confidence in building on previous learning to tackle new challenges and their personal development. Teachers are well aware of the small steps that young pupils need to make in order to be confident and successful. The strong links made between subjects also reinforces learning well, making very efficient use of time and providing opportunities for skills and understanding to be used and practised in many different contexts. However, these links have yet to be fully developed in information and communication technology where this use is not consistently incorporated into planning for all subjects.

18. Teachers have good subject understanding and support each other well to share skills and expertise. In the Foundation Stage (Nursery and Reception classes) teachers have a good understanding of the latest national guidance and are using this well. Children benefit from an appropriate mixture of activities organised and directed by adults where new learning and vocabulary is carefully introduced and opportunities where children have freedom to choose and where they explore, experiment and imagine. Teachers in Years 1 and 2 have a very good understanding of the National Literacy and Numeracy Strategies and adapt these well to meet the particular need of the pupils in this school. They use the very good assessment procedures in the school skilfully to plan work that meets the needs of all pupils. Teaching of pupils with special educational needs is very good. Teachers know their specific needs very well and provide for them. They work towards the targets in their individual plans. Special needs assistants are very skilled at supporting the pupils throughout lessons, including sessions that are led by the teacher from the front of the class. They quietly adapt the work to the pupils' level or make the activities accessible where there are physical needs. They help pupils to work out how to answer questions and to join in whole class activities fully. Assistants either keep notes or keep the teacher informed of the progress made in each lesson. They have very good specific knowledge, for example of autism, gained from courses and discussion with specialists, which helps them support pupils effectively. Other teaching assistants make a very good contribution in classrooms where they work with groups and help pupils to learn well. Teachers are aware of higher-attaining pupils and these pupils are challenged with harder tasks or by higher expectations of the work they should produce. Each pupil has personal targets they must achieve and are aware of the expectations upon them to do this.
19. Very good strategies for gaining and holding pupils' attention and for making lessons enjoyable and fun make pupils want to learn and work hard. Teachers use aids such as digital photographs, video recordings and objects of special interest to stimulate and enrich learning, for example in geography, history and religious education. Practical resources are used very well in mathematics and science to ensure secure understanding. Much of pupils' learning is based on practical activity. Marking of pupils' work contributes well to the individual target setting and to assessment and planning. Homework makes a good contribution to pupils' learning, particularly in reading.

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

20. A good quality and interesting curriculum is provided for all pupils and young children that meets statutory requirements. For children in the Foundation Stage (Nursery and Reception classes) the curriculum is well planned to cover all the required areas of learning. A strong emphasis is rightly placed on the development of language and communication skills throughout the Foundation Stage. This prepares children very well for the next stage of learning in Year 1. In the Reception class, other than facilities for outdoor activity, the curriculum is very good. This is a very good improvement since the previous inspection when the curriculum was judged as satisfactory. Despite every



effort by the Reception teacher to provide opportunities for outdoor activity, these are restricted by the lack of a suitable secure outdoor activity space and appropriate access. In both classes there is a good balance between activities that are carefully guided by adults and those that children choose for themselves. Time is managed well to make sure that children move from one experience to another without becoming bored, for example with sitting still for too long. There are good transition procedures to help pupils move from the Nursery class into Reception.

21. The curriculum for pupils in Years 1 and 2 covers all the subjects of the National Curriculum and religious education. Since the previous inspection the mathematics, science and English curriculum have improved considerably. These are now very good and are improving standards. The information and communication technology curriculum has also improved greatly and meets the requirements of the National Curriculum, although the use of skills in other subjects is not yet securely embedded in planning and there are shortcomings in the development of some skills.
22. Since the previous inspection planning has improved and in almost all aspects and at all stages of planning is now very good. The most recent government guidelines are followed to ensure that curriculum requirements are met, but these are used flexibly to reflect the needs of the school and its pupils. Teachers clearly identify targets for learning in their planning and these are usually shared with pupils. Work is carefully targeted at pupils with different levels of prior attainment and different individual needs where appropriate. Teachers link subjects together very well to make efficient use of time. For example, a religious education lesson combined the skills of discussion and writing very well. They take every opportunity to reinforce a wide range of knowledge, skills and understanding linked to different subjects while focusing on a particular area of learning. Lessons are always long enough for pupils to follow through ideas and learning and achieve work of quality.
23. The National Literacy and Numeracy Strategies are very well established and literacy and numeracy skills are taught very effectively. Language and literacy skills are developed in every subject and throughout every day. This is improving standards in speaking, listening, reading and writing. Even the youngest pupils record their work carefully using their developing writing skills. Numeracy skills are used and developed where appropriate. Pupils are taught strategies rather than routine skills and are able to apply their learning in different situations. In one lesson for example, it was difficult to decide whether the main content was science or mathematics as the two subjects were inextricably linked. The computer suite is used regularly to teach information and communication technology skills to support learning in English and mathematics and occasionally other subjects. However, there are too few computers to make learning in this subject as effective as learning in English, mathematics and science and to ensure that pupils are able to develop their skills and use them to support learning in other subjects. Planning for the use of information and communication technology in other subjects, together with provision for learning about cultural diversity, are in the very early stages of development.
24. The school is committed to involving all pupils equally in all activities, endeavours to provide for the needs of all pupils and to take into account their background and any personal difficulties they may have. Provision for pupils with all types of special educational need is very good. Individual learning targets are set for these pupils that are realistic and attainable. Tasks are carefully adapted to meet the needs of pupils with all levels of attainment, including those who may have special talents. This is done sensitively so that those with lower attainment appear to be doing similar work to the

rest of the class whenever possible. The specific needs of those with a statement of special educational need are fully met.

25. A suitable range of visits and visitors enhances learning. Good use is made of the local community, for example the local shops and a study of buildings in the area, to extend pupils' learning. There are no after-school clubs, but this is normal for a school for younger pupils, particularly when some travel from outside the catchment area. Links with other local schools are satisfactory, but good links are maintained with other institutions as the school provides very good opportunities for training teachers and classroom assistants. Pupils are well prepared for the next stage of their education.
26. Provision for spiritual, moral, social and cultural development is good overall. In all aspects provision has improved since the previous inspection. Spiritual development is well promoted. Teachers and support assistants provide an attractive and welcoming environment where all are valued. Daily acts of collective worship are carefully planned and make a good contribution to spiritual development. Pupils are consistently taught to show respect for and listen carefully to each other, including those with special educational needs. They learn to accept that there are other religions and associated customs. In one assembly, for example, a family of Asian origin showed the pupils their Eid dress and explained some of their religious customs, including fasting during Ramadan. This was linked to pupils' studies in religious education. Most lessons provide opportunities for pupils to reflect on feelings and to be interested and excited about what they learn.
27. Provision for moral development is very good. In most classes routines and expectations of behaviour are very well established. Teachers have a high expectation of behaviour, attitudes and concentration in lessons. This means that little time is wasted in the classroom. Good behaviour is expected in and around the school. Personal, social, health and education for citizenship are actively taught. This includes education for the misuse of drugs at a level that is appropriate for younger pupils. There is an appropriate policy for sex education. Praise and certificates are given to recognise all types of achievement and teachers take pains to explain why certain behaviour or actions are unacceptable.
28. Social education is very well promoted. Teachers provide very good examples to pupils and have very good relationships with them. Many opportunities are provided for pupils to work as groups and learn from each other. This is such a regular part of classroom activity that the pupils work together without fuss. Pupils are taught to concentrate on their work when the teacher is busy elsewhere and make their own decisions. As a result they show a high degree of independence for their age. This was very evident in a Year 1 lesson when a pupil carefully explained to an inspector why it was obvious that her three-dimensional artwork was a theme park and that if she was going to borrow it to show the other inspectors she must look after it. The school makes every effort to ensure that those pupils with special educational needs or those that are in other minority groups are valued for themselves and pupils learn to work with all their peers, accepting that everyone is different. Pupils are encouraged to support different charities and local events and taught to be aware of their own community.
29. Provision for cultural education is good. Pupils enjoy a range of literature, art and music and learn about their own environment and its background. Visitors representing other countries and cultures sometimes extend their awareness of different types of music and dance. Although there are incidental activities to make pupils aware of a society that is made up of different cultures, these experiences are not sufficiently embedded in the planning for all subjects to ensure secure learning.

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

30. This is a caring and supportive school. The staff know the pupils well and take good care of them. Healthy eating is encouraged and fruit is available at breaks and lunchtime. The school has held a 'healthy eating' assembly and the local rugby club took part in a Year 2 workshop on physical fitness. The school crossing warden has also spoken to the Nursery children about keeping safe on the road.
31. Procedures for child protection and for ensuring pupils' welfare are good and have improved since the previous inspection. The headteacher and a senior member of staff share the responsibility for child protection and 'looked after' children. Staff are aware of procedures but new classroom assistants and lunchtime supervisors have yet to be trained. The local education authority has approved the school's health and safety policy. Whole-school risk assessment is continually being carried out and the school ensures that electrical appliances, safety and other equipment are kept in proper working order and checked by the appropriate authorities. Safety of the pupils is given high priority and, by its teaching, the school also helps pupils to care for aspects of their own welfare. Road safety procedures, personal safety awareness and healthy lifestyles form a regular part of personal, social and health education, physical education, science lessons and a discussion period called 'circle time'. Levels of supervision at breaks and lunchtimes are good. An appropriate system is in place to protect pupils when using the Internet. There are good arrangements in place for dealing with accidents and five members of staff are qualified to administer first aid. The issue of safety on the school drive, highlighted at the previous inspection, has now been resolved as far as possible by the school. After discussion with the four other schools on site, a barrier and fencing has been erected to restrict the access of motor vehicles and provide additional safety for pedestrians. However, although discouraged in school newsletters, some vehicles still block the drive and are left on grassed verges.
32. The school's procedures for monitoring and improving attendance are good and are better than at the time of the previous inspection. As a result, the overall attendance rate for the school has improved. The school takes a firm line on the importance of regular and punctual attendance and a leaflet for parents explains the school's expectation regarding good attendance. The class teachers and secretary check attendance information carefully, including absences, appointments and punctuality. The headteacher is kept fully informed if any concerns arise. The secretary has just started to operate a 'first day contact' scheme whereby the school immediately telephones the home of any absent pupil to find out why they are not attending school. The educational welfare officer visits the school regularly and provides additional support if problems arise. The school actively promotes regular attendance by the award of certificates, stickers and prizes such as dictionaries for full attendance.
33. Procedures for monitoring and promoting good behaviour are very good. There are effective behaviour and anti-bullying policies in place, which are constantly under review. Teaching and non-teaching staff apply the policies consistently, resulting in the very good behaviour throughout the school. This has established a positive working environment in the classrooms and a friendly atmosphere in the playgrounds. There are effective systems for rewarding good behaviour and achievement such as badges, stars and stickers. Each class teacher chooses one pupil each week to receive a mention in the 'Gold Book' and samples of the pupils' good work are displayed and praised at the weekly Achievement Assemblies.

34. The school's procedures for eliminating oppressive behaviour such as bullying or racism are very good. No bullying or racially motivated incidents were seen during the inspection. When bullying or challenging behaviour does occasionally occur, the headteacher or her deputy deals with it. Pupils spoken with during the inspection confirmed that if any problems occur they are not afraid to inform a member of staff. All incidents are recorded and parents informed but a serious incident has not taken place for a number of years. The school actively discourages oppressive behaviour by its work in assemblies and personal, social and health education lessons. An appropriate scheme of sanctions is in place whereby the pupils lose privileges such as playtime or take 'time out'.
35. Procedures for monitoring and supporting the pupils' personal development are good. This is because of the very good relationships between the staff and pupils. Personal, social and health education is taught to younger pupils in lessons such as religious education and science. Older pupils have weekly lessons or 'circle time' (a time for group discussion) and many assemblies have a related theme and include issues such as behaviour. This work makes a valuable contribution to the pupils' personal development. Health professionals such as the educational psychologist and speech therapist also provide additional support. The pupils are involved with their class teachers in setting their own targets for improvement, which enables them to gain an understanding of the progress that they make. The success that the school achieves in support and guidance of the pupils has a good effect on pupils' attitudes, behaviour and learning.
36. Procedures for assessing pupils' attainment and progress are very good and have led to higher standards of attainment. The school's procedures have improved significantly since then. Initial assessment of each pupil takes place on entry to the Nursery class. Ongoing assessment of pupils in the Nursery and Reception classes is very good and is matched to the latest curriculum guidance for the Foundation Stage. It enables staff to know the learning needs of children very well. There are very good procedures at the end of Year 2 when the results of the national tests and teacher assessments are very carefully analysed. This analysis is used very effectively to identify strengths and weaknesses and to inform subsequent planning. For example, the school identified the need to raise standards in writing and has initiated a system of 'layered targeting'. This identifies what pupils should be able to do by the end of the Reception year and Year 1 in order to achieve the target in Year 2. The school also makes very good use of other tests, particularly in the Reception class and Year 1 to assess learning in reading and mathematics. Individual targets are set for literacy and numeracy, following discussion with the pupils. As a result, pupils know what they have to achieve to make further progress. Procedures for assessing progress in other subjects are good. Results of all assessments are now recorded in a way that enables the progress of individual pupils to be tracked more easily. Suitable procedures are in place to identify pupils with special needs or with specific talents. Good links are maintained with agencies that can provide support and guidance. Assessment and recording procedures are very good, and match those for other pupils in the school. Work is carefully marked and annotated to show what pupils have done with and without support and this is helpful when setting new targets for learning.
37. The school has a clear marking policy. Marking of work is up-to-date, includes encouraging comments and is often annotated so that pupils know what they have achieved and what they need to do to make further progress. Assessment is a strength of the school and a significant factor in the very good levels of attainment.

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

38. The majority of parents have expressed good support for the school. Parents spoken with during the inspection appreciated the 'open door' policy, the range of information for parents and the effort the school makes to improve its partnership with parents. Parents' questionnaires raised concerns about the amount of homework the pupils are given, information on their progress, after-school activities and partnership with parents. The inspection confirmed that all parents are aware of the school's expectations regarding homework and the amount given is appropriate for the age of the pupils. Progress reports are judged to be satisfactory although not all contained targets to inform pupils or their parents how work could be improved. There are no after-school activities because of the need for parents to collect their young children at the end of the school day. The school is continually working very hard to improve partnership with parents.
39. The school has very good links with parents. The headteacher and staff are available where there are concerns. Frequent letters inform parents about events and achievements and classroom notice boards inform parents what the pupils will be doing that day. The school has distributed an appropriate home/school agreement but not all have been signed and returned. A recent initiative by the school has been the issue of a parents' questionnaire to ascertain their views on developing a 'walking bus' to bring the pupils safely to school and reduce congestion on the school drive. School productions, parents' meetings and the Nursery and school induction meetings are very well attended. Another valuable link with prospective parents is established through the Mother and Toddler Group, which is based in the school grounds and run by two of the parents.
40. Parental involvement has a good effect on the life of the school. Most parents support fund-raising activities such as winter and summer fairs and sponsored events. A considerable amount of money has been raised to benefit the pupils through the purchase of computers, numeracy resources, outdoor play equipment and to support Christmas events and educational visits. Some parents and grandparents act as volunteer helpers in classrooms and on educational visits.
41. The quality of information for parents has improved since the previous inspection and is now good. The school prospectus and governors' annual report are informative. The school hosts induction meetings for new pupils and Nursery children at which the parents receive information on how they can help their children to learn. Open afternoons have also been held to explain the National Literacy and Numeracy Strategies. Information about what children are learning is given and parents are informed of the school's expectations regarding homework. Parents have the opportunity to consult staff formally each term to discuss their children's progress. The pupils' progress reports are satisfactory and include all the required information but do not all explain what the pupils can do to improve their work. Parents value the provision for special educational needs. They are well informed about progress and are involved wherever possible in decision making and setting targets for learning. Legal requirements are met.
42. The contribution that parents make to their children's learning at school and at home is good. Most help their children with homework and listen to them read. The parents of children in the Nursery have the opportunity to choose a book to take home and share with their children. The local college has also hosted information and communication technology courses for parents from the school, which have the potential to assist parents to help their children learn.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the headteacher are very good. The headteacher has a very clear vision for the school and her determination to take the school forward, with the full support of the senior management team, has a very positive influence on both teaching and non-teaching staff. The previous report referred to the purposeful leadership of the headteacher. The evidence from this inspection indicates that there is a significant improvement in leadership and management because the commitment and attitudes of all staff have ensured higher standards of attainment. The key issues from the previous inspection that are within the remit of the school have been successfully addressed. Standards in information and communication technology, mathematics and science have risen. Successful implementation of the National Literacy Strategy, together with the incorporation of literacy in all subjects, have broadened the reading and writing curriculum significantly. Ongoing assessment, through weekly evaluations of what has been taught, informs planning very well. Teaching has improved and considerable help and support has been provided for any teacher for whom this was required. The school has managed its finances well so that there is no longer a deficit budget. The school improvement plan reflects the long-term priorities of the school. Its implementation has led to a significant improvement in standards of attainment.
44. Provision for pupils with special educational needs is very well managed. The school has modified their policy to meet the most recent national guidance. The designated budget for pupils with special educational needs is used very effectively. The designated governor maintains an interest in the provision and the governing body is kept well informed. Legal requirements are met. Support staff are of high quality and care is taken to ensure that they have the specific skills needed to support the pupils for whom they have responsibility. Every care is taken to make sure that the building and activities are accessible to non-ambulant pupils and those with physical difficulties.
45. The governing body is strongly committed to the school and fulfils its legal responsibilities well. Governors are knowledgeable about the school, for example through the designated subject link governors and reports from the headteacher at meetings of the governing body. This ensures that the decision-making through the committee structure makes a positive contribution to the school's development. Performance management is securely in place and has influenced the raising of standards. In addition, the newly qualified teachers agree targets with their mentor. The governing body plays an important role in finalising the school development plan and ensures that financial planning facilitates the achievement of the identified priorities. The principles of obtaining good value for money are applied very effectively, for example when comparing the performance of the school in national tests with other schools and in the decision to change to another contractor for grounds maintenance. The increased provision of teaching assistants to support the work of teachers in the classrooms has had a positive effect on the quality of teaching and learning. The budget is monitored well to ensure that money is spent as designated, for example funding to reduce the size of classes. This has enabled the school to raise standards.

46. The school checks and evaluates its performance very well. This is achieved by detailed analysis of initial tests on entry, national tests in reading, writing and mathematics for pupils at the end of Year 2 and teacher assessments in all subjects in each year group. This analysis enables the school to identify priorities that inform the school improvement plan and to take the necessary action to ensure better provision. For example, an identified weakness in an aspect of writing led to setting targets for the end of the Reception year and Year 1 so that pupils in Year 2 would be more able to achieve the overall target. As a result, standards of attainment in writing have improved significantly and are well above national expectations. Although some subject leaders are new, they have strategies in place to review the planned programmes of work and audit resources. More established subject leaders check the planning and assess the quality of teaching and learning through the sampling of work, analysing displays and ensuring that the school's marking policy and other assessment procedures are used effectively to the benefit of all pupils. Subject leaders for mathematics and English have observed teaching and provided oral and written feedback to improve both teaching and learning. Similar opportunities to observe teaching are planned for the science subject leader. These subject leaders provide good advice and guidance for all staff.
47. The accommodation remains satisfactory overall. There are planned improvements to the provision for Reception children. The environment is enhanced by well-presented displays of work in the classrooms and the hall and corridor areas that reinforce learning. The playground areas allow sufficient space for pupils to play safely during supervised break times. The quality and quantity of learning resources are satisfactory overall. Resources for the Foundation Stage, English, mathematics, science, art design and religious education are good. Resources for information and communication technology, though improved since the previous inspection, remain unsatisfactory because the ratio of computers to the number of pupils on roll is too low. The school is increasing learning resources as finances permit, in line with identified priorities. Teachers and support staff have the necessary experience and expertise to teach the National Curriculum effectively to the benefit of the pupils and they are sufficient in number. The induction procedures, in-service training opportunities and on-going support for the newly qualified teachers and teaching assistants are very effective and this enables them to make a very good contribution to the school. The school works very effectively as a team. This is reflected by the achievement of the 'Investors in People Award'. The school is also in a very good position to provide school experience for students following initial teacher training courses. Information and communication technology is used satisfactorily in the day-to-day administration of the school. Information and communication technology is used well to support learning in English and this has a positive effect on standards of attainment.
48. The school has many strengths that ensure that the quality of education provided for all its pupils, including those with special educational needs and higher-attaining pupils, contributes to very good progress. This is evident in the quality of teaching and learning, the way the school manages its pupils, the relationships between pupils and between pupils and staff and the quality of leadership and management provided by the headteacher, the senior management team and the governing body.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) improve the provision for information and communication technology by:
  - increasing the number of computers available, including those for use in classrooms;
  - planning more effectively to ensure that pupils develop all the required skills in all the aspects of information and communication technology, particularly in data handling and control;
  - reinforcing these skills and using them more consistently in the support of other subjects;  
(paragraphs 87-90)
- (2) improve the accommodation for the Reception class to include secure outside activity areas and suitable access to this and provide outdoor experiences and resources in line with the latest national guidance;  
(paragraph 50)
- (3) ensure that education for life in a culturally diverse society features more securely in the planning for all subjects and aspects and develop staff awareness of this.  
(paragraph 29)

The first issue is part of current development within the school.

The second issue is securely within the school's latest improvement planning for early action.

### **Other issues which should be considered by the school:**

updating the training for child protection;  
(paragraph 31)

providing targets for improvement in pupils' reports.  
(paragraph 41)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	12	6	2	0	0
Percentage	10	40	30	15	5	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 two 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)	39	120
Number of full-time pupils known to be eligible for free school meals	n/a	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	28

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	5.6
National comparative data	5.4

School data	0.2
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
	2002	18	20	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	17	19	17
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	87 (85)	92 (88)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	16
	Girls	17	17	18
	Total	33	35	34
Percentage of pupils at NC level 2 or above	School	87 (90)	92 (100)	89 (98)
	National	85 (85)	89 (89)	89 (89)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
114	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	24
Average class size	24

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

Total number of education support staff	8
Total aggregate hours worked per week	167

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	63
Number of pupils per FTE adult	13

### **Financial information**

Financial year	2001/2002
	£
Total income	397,796
Total expenditure	388,965
Expenditure per pupil	2,386
Balance brought forward from previous year	20,150
Balance carried forward to next year	28,981

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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.*

## Results of the survey of parents and carers

Questionnaire return rate 24.3%

Number of questionnaires sent out	197
Number of questionnaires returned	48

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	33	8	0	0
My child is making good progress in school.	29	60	6	0	4
Behaviour in the school is good.	38	54	0	0	8
My child gets the right amount of work to do at home.	29	33	25	4	8
The teaching is good.	38	48	2	2	10
I am kept well informed about how my child is getting on.	23	23	40	10	4
I would feel comfortable about approaching the school with questions or a problem.	46	35	17	2	0
The school expects my child to work hard and achieve his or her best.	52	42	2	0	4
The school works closely with parents.	21	40	21	19	0
The school is well led and managed.	31	50	6	4	8
The school is helping my child become mature and responsible.	31	63	4	0	2
The school provides an interesting range of activities outside lessons.	13	10	27	19	31

## **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**

50. Provision for children in the Foundation Stage (Nursery and Reception classes) is good overall. Full implementation of the curriculum in the Reception class is hindered because there is no secure outdoor activity area although the teacher makes all effort possible to overcome this difficulty. The school is aware of this need and plans are in hand to remedy it shortly. At the time of the inspection, there were 78 part-time children in the Nursery and eight full-time children in the Reception class. Observation and preliminary testing indicate that there is a wide spread of attainment on entry to the Nursery but overall levels are below average, particularly in communication, language and literacy skills and in knowledge and understanding of the world. Many children have immature language development and limited vocabulary that, despite good attention to this, are still apparent in the Reception class. The differing needs of children are well met by an appropriate mixture of adult-led and guided activities and child-initiated activities.
51. The latest national guidance for this stage of children's learning is understood well by all staff. Teaching in all six required areas of learning is good overall and strongest in the Reception class. About half of teaching was very good or better with the rest being good. This judgement represents an improvement since the previous inspection when there was a significant amount of unsatisfactory teaching. The particularly good teaching in the Reception class is characterised by the way in which nearly all aspects of learning are included in each session. An excellent example of this was seen when children worked with the teacher to make fruit punch. Much language and vocabulary development took place and the activity involved much mathematical learning. Children gained well in knowledge and understanding of the world in learning the names of fruits and in observing change when they were mixed together. Very good social and personal skills were developed in sharing and tasting new fruits. Because the activity covered such a wide range of learning, time was very well used and children gained much new learning in a context that was fun and exciting. All children, despite their different starting points on entry to school, make good progress in all areas of learning.

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

52. In the Nursery children are introduced to classroom routines and quickly learn to relate to each other and to adults. They learn to manage their own clothing and hygiene, to share and to be independent. In the Reception class they concentrate on one activity for longer and gain further in maturity. They gain good social skills when they enjoy drinks together and are expected to say 'please' and 'thank you'. They learn of the lives of others and make objects such as Diya lamps for Divali to support this understanding. All children are on course to meet the targets for the national Early Learning Goals by the end of the Reception class and some show a greater maturity.

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

53. In both the Nursery and the Reception classes all staff rightly place a very good emphasis on this aspect of learning. Adult interaction with children when they imagine, explore and experiment constantly extends sentence structure and vocabulary and from an early age children are encouraged to discuss and explain. Nursery children gained in confidence in speaking out when they presented their work to the rest of the school in an achievement assembly. One child confidently described her painting of a



dinosaur as a *rainbowsaurus*. Children are introduced to books well, listen to stories and learn rhymes. Older children are introduced formally and informally to the sounds that letters make. They take books home to share with an adult. They begin early mark making skills in the Nursery and develop these as they gain in age and confidence until they are writing words and phrases with recognisable attempts at groups of letters and words. Children in the Reception class write their name unaided. They are beginning to understand how speech is represented in stories through their challenging work on speech bubbles. Here the teacher made very skilful use of a large class book that extended the topic on animals and children wore the masks they had made when they read the speech of the different animals. The teacher modelled writing very well. Most children will be expected to reach the nationally expected targets for their age by the time they leave the Reception class and some will achieve at a level beyond this.

### **Mathematical development**

54. Many opportunities are available in the Nursery for mathematical development. Children compare quantities and learn about capacity in sand and water activities. They learn the names of simple shapes when using a computer program. Staff encourage the use of vocabulary such as 'big', 'small', 'bigger' and 'smaller' during role-play activity for example. They make long and short shapes with modelling material. They match small blocks to patterns on cards to make different numbers up to ten and pair up cardboard shoes. Many number songs teach counting skills and adding and taking away one. In the Reception class children extend their learning well. When making fruit punch they discussed 'full' and 'empty', 'more' and 'less'. They estimated how many glasses a jug would fill and then tested this. They worked out how many small jugs needed to fill a larger container and developed problem solving and investigation skills very well. They learned 'half' when cutting up fruit and count objects and sort shapes. All children in the Reception class are confident in counting to ten and most to 20. Some join in with the teacher to count beyond 20. Most can copy a repeated pattern, keep a tally and create a simple picture graph. Most children will be expected to reach the nationally required early learning goals for mathematical development by the time they leave the Reception class and some to have achieved beyond this level.

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

55. Knowledge and understanding of the world is fostered well both in the Nursery and in Reception. In both classes role-play areas such as a veterinary surgery generate much talk and interest. In both classes children were interested and stimulated by a visit from the RSPCA to talk about animals and their care. Small world equipment generates much learning. Nursery children were fascinated by a box of replica dinosaurs. Reception children learned much about fruit when making fruit punch. The Reception children take turns to take home a toy monkey and a disposable camera. They take four photographs of where he has been, such as the park or the supermarket, and add to the ongoing diary of his exploits. This activity also contributes well to the development of writing and vocabulary skills. Technical skills are developed in the Nursery when children design their own buildings and roads and then build these with various shaped blocks. These children also showed interest and observation skills when they used magnifiers to examine and discuss shells, stones and fossils. Children in the Reception class are linking all their current work to a topic on wild animals. All use computers with increasing knowledge and understanding. Most children will meet the required learning goals for their age by the time they leave the Reception class and some will have skills, knowledge and understanding that exceeds these.

## Physical development

56. In the Nursery there are many good activities for children to develop physical skills. Outside they use wheeled vehicles and playground marking to develop large motor skills and co-ordination. They learn to use a mouse to move a cursor on the computer and by the time they are in the Reception class use computers with dexterity. Painting, drawing and sticking activities develop hand co-ordination well and children become increasingly adept at fitting together pieces of construction apparatus. In the Reception class the lack of a secure outdoor area limits the use of large outdoor apparatus and children only develop these skills when using the physical apparatus in the hall. The teacher does her best to provide the opportunity for children to develop skills in running, jumping and controlling balls for example. In a creative dance lesson children showed good skills in making shapes and moving to music, stretching and curling for example. In art and craft work they show good use of scissors, glue spatulas and paintbrushes. They weave large pieces of material and different papers to make a large Christmas tree. They learn good pencil control. Most children will at least meet the early learning goals for this aspect by the end of the Reception year.

## Creative development

57. Creative development is good in both the Nursery and the Reception classes. Nursery children make good representations of animals in paint showing a good understanding of mixing colour. There are many opportunities for them to design and experiment with a wide variety of media. In the Reception class creative skills are above those expected for the age group. An understanding of colour is very well fostered by such activities as looking at and discussing a fascinating wand of coloured shapes floating in oil. Very good vocabulary took place around this with children using words such as 'sparkle', 'shiny', and 'bright'. They are taught how to make colours darker or lighter by adding black and white and many experiments with colour caused children to marvel at the effects they created. The pattern work based on animal skin colours was well above average. In both classes children listen to music and sing songs. In the Reception class they move and dance to *The Carnival of Animals* with very good imagination and creativity. Children in this class will exceed the learning goals for the end of the Reception year.

## ENGLISH

58. Standards in speaking and listening, reading and writing are well above average for pupils in Year 2. Attainment in the national tests for pupils in Year 2 at the end of 2002 was above average in reading and well above average in writing both in relation to schools nationally and to similar schools. This is an improvement since the previous inspection when standards were judged to be typical of pupils of their age. This improvement is because of better teaching, a more detailed analysis of test results, the use of assessment to inform planning and the setting of targets in discussion with individual pupils that help to motivate them to learn. In addition, the extensive development and use of literacy skills in all subjects to extend learning reflects teachers' high expectations and supports attainment in literacy very well.
59. The attainment of pupils in Year 2 in speaking and listening is well above the national average. The attainment reflects the very good progress made since they were admitted to the school because of the many opportunities to talk with teachers and teaching assistants. Pupils extend their vocabulary during discussions with the teacher and other pupils in the literacy lesson and in other subjects. For example, in a Year 2

lesson pupils suggested words and phrases, such as 'the squeaking of felt tips', that they could incorporate in a 'listening' poem. Pupils listen very closely to the teacher during lessons. The views and opinions of other pupils are treated with respect. An example of this was when a lower-attaining pupil reported back to the whole class what his group had discussed in a geography lesson.

60. By Year 2 attainment in reading is well above that found in most schools. Higher and average-attaining pupils read very confidently and accurately and often with expression. Pupils talk about the main characters, retell the story and make simple comparisons with other books. Lower-attaining pupils read less confidently and are less able to recall events in the story or to talk about characters. All pupils have good strategies for using the sounds of letters or groups of letters and other picture clues to help with unfamiliar words. Teachers set a good example by reading fluently and with good expression poems such as *On my way to school* by Allan Ahlberg. Year 1 pupils read together with growing confidence, for example *Three Friends Together* and, when reading the phrase 'feeling left out', with good expression. The way these pupils use body language and facial expressions to indicate the feelings of the characters shows that they have understood and enjoyed the text. Some pupils borrow books from the local library. Higher and average-attaining pupils are beginning to use the content and index pages of non-fiction books to find information. Most pupils enjoy reading and take books home regularly to read to adults who add comments to the record card. When choosing books, higher and average-attainers sometimes refer to the blurb to see whether the story might interest them.
61. Pupils in Year 2 attain standards in writing that are well above average. Pupils are provided with a very good range of writing experiences. Their enthusiasm for writing was evident in the response of a Year 2 class when composing poems using simple structures in a writing lesson. The pace at which almost all pupils worked and their high level of concentration when using the guidance provided to help them compose a poem entitled 'On my way to school', was impressive. One pupil's poem contained the evocative line 'It was a slurping, greedy, slimy, frightening, hissing cobra'. They write about themselves and retell stories well. They learn how to write lists using bullet points when writing instructions for a game and when listing similarities and differences when observing pictures in a history lesson. They label diagrams in science and design and technology. Higher and average-attaining pupils know when to use capital letters and where to put a full stop. They also recognise exclamation and question marks. Higher-attaining pupils are beginning to use exclamation marks and quotation marks accurately. Spelling of simple words by average-attaining pupils and more complex words, such as 'holiday' and 'beginning', by higher-attaining pupils is usually correct. Lower-attaining pupils' writing is less detailed and less accurate. Handwriting is legible and joined. Letters are evenly formed and mostly of a consistent size.
62. Very good opportunities are provided to promote literacy skills in other subjects. In design and technology pupils list the tools and materials they will need to implement their design, describe how they made the product and then write an evaluation of the finished product. In a religious education lesson pupils discussed baptism, referring to notes and word banks they had made when watching a video recording in a previous lesson. The use of information and communication technology to support learning in literacy is promoted well. Pupils are eager and confident when working with word processing software to write descriptively, building up word banks and checking spelling. They enjoy improving the presentation of their work, for example by changing fonts or placing text in the centre of the page.

63. The quality of teaching is very good overall. Teaching in Year 2 is consistently very good. This is an improvement since the previous inspection when teaching was judged to good overall. Most teachers have a very good understanding of the format and purpose of the National Literacy Strategy and use this flexibly. They use imaginative strategies such as a glove puppet to reinforce learning. Lessons are planned very well. Plans contain detailed learning objectives with tasks that are matched well to pupils' needs for all groups because teachers use ongoing assessment very well to inform their planning. Teachers use the good resources for English very effectively. In all lessons pupils are made aware at the outset what it is they are expected to learn during the lesson and they are reminded of this during the review session at the end of the lesson. As a result, pupils have a good knowledge of their own learning and the progress that they are making. The pace of the lesson is usually brisk and questions are used effectively to recap on previous learning and to challenge pupils' thinking. This was exemplified in a Year 1 lesson when pupils were challenged to act out roles, using facial expressions and body shapes as well as words, to illustrate how characters in the story might have felt. This activity also promoted their personal development well. In one lesson with a temporary teacher, teaching was unsatisfactory because of a lack of clarity when explaining the tasks and weak management skills during that part of the lesson when pupils were engaged in the activity. However, learning by pupils was satisfactory overall because of the intervention of the good teaching assistants.
64. The use of teaching assistants, including special needs assistants, is a strong feature of the very good teaching, particularly with lower-attaining pupils and those with special educational needs. Throughout the lesson these assistants enable pupils to participate fully in question and answer activities and complete written work so that they make the same very good progress as other pupils. In a Year 1 lesson, a teaching assistant worked very effectively with a group of pupils during the guided reading activity. Pupils enjoyed the reading and the discussion and made very good progress in their learning. The skills that most teachers use to interest pupils, the high expectations of behaviour and the praise and encouragement given so that confidence is boosted, result in a very positive attitude to the subject and learning is enhanced. Marking is another feature that promotes learning well. Pupils' written work is often annotated and short-term targets are set, for example to spell specified words correctly or to use capital letters and full stops correctly. Homework, mainly reading, makes a good contribution to pupils' learning.
65. The subject is led and managed well. Test results are analysed carefully for strengths and weaknesses, to identify aspects of the subject that need to be developed. One outcome was that an aspect of writing was identified as an area for development. As a result, the school has identified what pupils need to be able to do by the end of the Reception year and by the end of Year 1 if pupils are to improve in this aspect by the end of Year 2. The subject leader monitors planning, analyses samples of work and observes teaching. When lessons are observed both oral and written feedback is given to the teacher. All these strategies have a positive effect on teaching and learning.

## MATHEMATICS

66. Standards in Year 2 are well above average. This is an improvement since the previous inspection when they were average. Since then there have been very good improvements in every aspect of the provision for mathematics. In national test results in 2002 pupils attained standards that were above the national average and well above those of similar schools. A particular strength in the provision and the reason for the well above average standards is the flexibility and skill of teachers in using the National Numeracy Strategy and the emphasis they place on developing pupils' methods for obtaining answers to questions and gaining a lasting understanding of the processes involved.
67. In Year 2 pupils have good mental skills. Recall of facts learned recently is very good. For example, almost all pupils could not only multiply numbers by 10 confidently but also divide multiples of 10 by 10 rapidly. Those with the highest attainment add together two digit numbers accurately and those with lower attainment add to ten, although need time to get the answer. Written calculation skills are very good. Work is presented neatly and accurately. Pupils with average and higher attainment already have a secure grasp of place value and have good strategies to add numbers by breaking them down into tens and units. All pupils have a very good grasp of simple facts relating to shape and space. For example, they identify three-dimensional shapes from descriptions, or from two-dimensional representations and use their estimation skills well in design and technology. Data handling skills are very good and are used well in conjunction with science. Pupils record and read two-way tables, collect data and make and read information from pictograms. They are enthusiastic learners and work hard in lessons. They respond to teachers' questions and willingly demonstrate their understanding in front of the class. This reinforces their learning well.
68. Teaching overall is very good and pupils make very good progress in their learning. Of the lessons seen the teaching in one was unsatisfactory, but this was in a class taken by a temporary teacher and not typical of the usual work of the school. The teaching in one lesson was excellent. The most effective teaching is in Year 2. In all but the one lesson where teaching was unsatisfactory, teachers planned very carefully and lessons were well structured and prepared. The good range of good quality practical equipment available is used well to extend learning and teachers also produce their own high quality support materials. In the best lessons the teachers' enthusiasm and the variety of tasks provided engage pupils' attention and keep them involved for extended periods. In these lessons classroom routines are very securely established, which means that no time is wasted. Teachers ask questions that make the pupils think. They expect pupils to explain their work to the rest of the class carefully, or discuss their work with each other, using every opportunity to develop speaking, listening and social skills. Hand held whiteboards are used effectively to help teachers to assess learning. For example, in lesson demonstrating very good learning, when pupils were developing an understanding of multiplication tables, they drew pairs of wheels on their boards to work out how many wheels on six bicycles. The teacher could immediately see which pupils had grasped the idea of solving problems using the two times table and set them further challenges. Very good use is made of classroom support assistants and those with a responsibility for pupils with special educational needs. These assistants know the needs of the pupils they support very well and make a considerable contribution to the learning in all classrooms. This means that those with special educational needs and lower attainment make very good progress in their learning, regardless of their specific needs.

69. The management of the subject is very good and has contributed to the improved standards. Teaching, standards and planning are checked regularly. Assessment, including marking, is very good and records of attainment and progress are carefully maintained for all pupils. Information gained is used effectively to ensure that pupils are given the right level of work, to identify weaknesses and to improve teaching in specific areas of mathematics. Information and communication technology is used to support learning in mathematics but this is an area of learning that is restricted by the number of computers available.

## SCIENCE

70. Standards in science are well above those expected nationally. There has been a significant improvement in attainment, the range of experiences and the quality of teaching since the previous inspection. In 2002 teachers assessed the number of pupils reaching the nationally expected level to be below average but above average when compared with similar schools. An above average number of pupils were estimated to achieve at a higher level. In the work seen in the current Year 2 the standards attained were clearly well above those expected for the age of the pupils. Discussions with pupils also showed that they had retained a surprisingly wide range of knowledge and information from the previous year.
71. In Year 2 pupils are beginning to understand that scientific tests need to be fair. For example, when looking for the best place to keep ice to stop it melting too quickly they knew that each test must be the same length. They record their findings in note form and in two-way tables, as well as in practical ways. Pupils say what is needed for people and plants to survive and are very confident about facts such as the heart making the blood go round the body. They have a very good grasp of the properties of materials needed to build a house and sort objects into those that are man-made and those made of natural materials. They already understand that some processes are irreversible. Literacy skills, including speaking, listening, writing and research skills, are developed very well through science and numeracy skills are used appropriately. The use of information and communication technology to support learning is satisfactory but is not consistently built into planning.
72. The quality of teaching is very good. It is best in Year 2. Lessons are carefully planned and in the best lessons practical resources used very effectively to stimulate pupils' interest. Classroom assistants and those who support pupils with special educational needs provide invaluable assistance to teachers throughout lessons and contribute to the very good learning, particularly of those with lower attainment. This was very evident when two groups in Year 1 were sorting objects using different criteria. The classroom assistants used their questioning skills to make the pupils think and responded rapidly to pupils' answers to develop, not only science and mathematical skills, but also vocabulary and speaking skills. In the most effective lessons, the teachers' enthusiasm is communicated to pupils and lessons are fun. In the lesson where pupils were timing the ice melting, there was great excitement. One pupil was heard to say quite loudly, "Oh, its not fair, mine's all gone", and was very disappointed that his ice cube disappeared very quickly when left in cold water. The very clearly established classroom behaviour routines enabled the teacher to manage a very active lesson that required pupils to continually move both in and out of the classroom and to ensure that the target for learning was met by pupils with all levels of prior attainment. In another lesson where the teaching was very good pupils enjoyed experimenting with materials and trying to change them using their hands. Pupils worked on a group task, demanding good social skills. Activities were challenging to all pupils and extension work was readily available. Pupils thought that the activities were great fun and so

were engaged in learning throughout the lesson. In a lesson where teaching was least effective there was too much talking by the teacher and the task given to pupils lacked stimulation and challenge.

73. The management of the subject is satisfactory. As yet there has been little opportunity to check the quality of teaching and standards in each class due to the planned cycle that focuses on subjects in turn. Assessment and recording procedures are good, but not as well developed as those in mathematics and English. Resources for learning are good and used well to help pupils learn.

## **ART AND DESIGN**

74. Standards in art and design are above those expected nationally. This is an improvement since the previous inspection. In Year 2 pupils have good skills in planning, designing and executing their work. They enjoy and experiment with colour and evaluate and improve their ideas. They appreciate and use texture well when making designs in clay and when using string, cotton and natural materials for collage and autumn sculptures. Here digital photographs were put to good use as a source of inspiration and ideas were also derived from the work of the sculptor Henry Moore. Pupils have a very good vocabulary for talking about their work as a result of the school's keen emphasis on communication skills. Pupils' suggestions included 'caramel brown' and 'sunset crimson' to describe the colours in the backgrounds for the pictures made with shaded and blended pastels. Careful work on trees showed good observational skills and pupils are beginning to express detail in their drawings and different shades of colour in the leaves. Paper sculptures in both Years 1 and 2 show a good progression of skills between the two different year groups. In both age groups this work was of good quality and combined many skills of designing and making.
75. The quality of teaching and learning is very good. Much productive discussion takes place where pupils develop vocabulary skills and sentence structures that enable them to talk and evaluate their work well. Pupils are confident to make choices and experiment. They are expected to give reasons and explain their choices. They enjoy and are proud of their work, supporting each other and sharing their skills. Pupils in Year 1 particularly enjoyed the excitement of double-sided foil paper in purple and gold for example, to use in their paper sculptures. One pupil in Year 1 named her work 'My Masterpiece'. Teachers have high expectations of behaviour and creative effort and this means that pupils work hard and achieve well. All pupils, including those with special educational needs, are given appropriate support and challenge and their individual needs are well met and all efforts valued and praised. A significant feature of pupils' attainment is the school's decision to work in lessons that are long enough and frequent enough for pupils' to achieve much work of quality in one session. The links with other subjects are also very good. For example the detailed observation on the houses drawn as part of a geography topic was of a high standard.
76. Subject leadership is good. The new subject leader, as a result of a training course, has in hand plans to develop a portfolio of artwork to support staff and to check and record standards. Lesson observations have not yet taken place due to the subject's position in the school's cycle of development but displays are used to check standards. The school's planned programme of work covers all required areas within the subject but does not include any study of art or the work of artists from beyond Western Europe although the visit of an African dancer was used as a stimulus. Resources for art and design are good and contribute well to the quality of work achieved. The subject makes a good contribution to pupils' personal, spiritual and cultural development.

## DESIGN AND TECHNOLOGY

77. Standards in design and technology are above those expected nationally of pupils in Year 2. Standards have risen since the previous inspection. By Year 2 all pupils, including those with special educational needs, understand well that design and technology is about designing, making and evaluating the end product to consider how they could improve the product. They learn to select appropriate materials for making. They design and make, for example, a house, with work linked well with learning in science, history and geography. All pupils learn to use appropriate tools and equipment safely and competently. Evidence from other lessons indicates that pupils are interested and enjoy what they are doing.
78. Skills being taught and used in art and design lessons indicate that the skills of choosing and using tools and materials are taught and used well. Pupils are very competent in designing, evaluation and improving their work and demonstrated this skill in their paper sculptures. Teachers encourage pupils to use literacy skills to promote learning in design and technology through discussion, planning and evaluation. Pupils use construction kits and wooden blocks to make different types of houses. These constructions are recorded using a digital camera. Other houses made from a range of materials are labelled with their addresses. This supports their learning in geography.
79. The subject is led and managed soundly. The latest national guidance has been adapted well to provide a scheme of work that ensures continuity and progression in the skills of designing, making and evaluating the end product. Assessment procedures enable teachers to record pupils' attainment at the end of each unit of study effectively and inform subsequent planning.

## GEOGRAPHY

80. Standards in geography are similar to those expected nationally for pupils in Year 2. This judgement is similar to the findings of the previous inspection. By Year 2, pupils, including those with special educational needs, have a satisfactory understanding of place and early map skills. They identify physical and human features of the locality and recognise that there are different types of houses. Geographical skills are fostered well through the use of aerial photographs and large-scale street plans. They extend their knowledge and understanding of the world by identifying places on a map of the British Isles and on a map of the world through following visits made by *Bingo and Fred Bear* when on holiday. This work helps all pupils to build a sound understanding of other cultures. All pupils make good progress.
81. Information and communication technology is used satisfactorily to support learning. Video recordings and CD-ROMS are available for a number of topics, for example 'An Island Home'. Pupils accessed some information about islands on the Internet. Pupils also use digital cameras effectively and relate photographs of the school buildings to simple plans drawn of the route followed round the building and grounds.
82. The school's planned programme of work meant that only one lesson was observed during the inspection. There was, therefore, insufficient evidence to make any judgements about the quality of teaching and how well this enabled pupils to learn overall. However, the teaching and learning in the Year 2 lesson observed were very good. This was because the teacher had a very secure knowledge and understanding of the requirements of the National Curriculum. The lesson fostered the teaching of



geographical skills very well through the use of aerial photographs and large-scale maps of the local area. Pupils were able to relate these to a previous lesson when they had visited the local shopping parade. The teaching drew on literacy skills well to foster learning by challenging pupils to list the features they identified on the maps and photographs. As a result one pupil said that he had achieved his literacy targets of using full stops and capital letters correctly and the teacher verified this. The teaching also promoted social skills well because pupils were successfully challenged to work in pairs and small groups on the tasks. As a result, throughout the lesson, all pupils participated enthusiastically and with a high level of concentration. The review of learning towards the end of lesson enabled pupils with all levels of prior attainment to inform the class what their group had learned, developing communication skills and confidence. In one group a pupil with lower attainment shared this task with another pupil. The teacher congratulated him for his contribution. This brought a smile to his face and raised his self-esteem.

83. The sound leadership and management of the subject leader ensure that all requirements of the National Curriculum are met. The latest national guidance has been adapted well to provide a programme of work that ensures progression in geographical skills as well as in knowledge and understanding. The emphasis on promoting literacy skills in geography reinforces language development and communication skills very effectively, supports understanding and has helped the school to raise standards in literacy. There are effective links with other subjects such as design and technology. Assessment procedures enable teachers to record the attainment of pupils at the end of each unit of study effectively and use this information to inform subsequent planning. The subject makes a good contribution to social and cultural development.

## **HISTORY**

84. By Year 2 standards are typical of those expected nationally of pupils of their age. This judgement is similar to the findings of the previous inspection. Pupils, including those with special educational needs, make good progress. By the Year 2 pupils have begun to develop a sense of the past and how it is different from the present. Through their study of vehicles they learn key vocabulary including 'then', 'now', 'old', 'new', and 'chronological order'. They know how roads were different before the invention of cars. They also know that road signs, for example on motorways, are much larger because they have to be read by people travelling at speed.
85. Teaching and learning are good overall. This is an improvement since the previous inspection. Strong features of the teaching that enable all pupils to learn well in most lessons include good planning that takes account of previous learning, well chosen resources and an imaginative approach that arouses and maintains interest. In a lesson in Year 2 where teaching was good, where pupils investigated the difference between old and modern vehicles, pupils worked very well in pairs and small groups. They looked closely at old photographs, identifying and listing similarities and differences in vehicles between 'then' and 'now'. They were challenged to think of questions they would like to ask one of the people in the photographs. The room was a hive of activity because of the high expectations of the teacher and the high levels of concentration by pupils. These activities promoted history, literacy and personal skills well. The special needs assistant provided very good support for a pupil with the highest level of special educational need so that he made the same good progress as all the other pupils. The school is developing the use of information and communication technology to support learning, for example by showing video

recordings with the topic on vehicles. The school recognises the need to utilise search engines and the Internet more.

86. The subject is managed and led soundly. The newly appointed subject leader is building a detailed file that identifies the strengths of the subject and the areas for development. The planned programme of work ensures all requirements of the National Curriculum, including fostering skills such as the use of secondary source materials, are met. Educational visits, for example to Middleton Railway, make a satisfactory contribution to learning and a good contribution to the promotion of social and cultural development. The emphasis on promoting literacy skills in history is helping the school to raise standards in literacy. There are effective links with other subjects such as art and design. Assessment procedures enable teachers to record the attainment of pupils at the end of each unit of study effectively and inform subsequent planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

87. In Year 2 overall standards are broadly similar to those expected for this age group. Skills in word processing are above those required and are used well to support learning in writing. Data handling and some aspects of control technology are weaker aspects of the subject and some pupils lack basic skills such as saving and retrieving their own files. Since the previous inspection, when standards were judged below those expected, requirements have increased considerably. There has been a good improvement since then although there are still some areas needing more development. Although, on occasions, information and communication technology skills are used to support different subjects, the planned use and subsequent reinforcement of these skills within subjects other than English and mathematics is in the very early stage of development although there is some more incidental use. There are also differences in the experiences and skills learned in parallel classes due to teachers' differing levels of skill.
88. In Year 2 almost all pupils identify and load programs from icons and follow instructions to select from a menu. Those with average attainment know how to introduce capital letters and full stops into their writing and change the size of the letters by highlighting phrases and using a tool bar. Those with high attainment present their work well, centralising poetry, for example. Almost all pupils use a keyboard confidently and with good speed for their age. They concentrate well and enjoy their work. In one class, pupils, including those with special educational needs, are already confident using a new interactive whiteboard and occasionally are quicker than the teacher at moving words around the board. Pupils use a simple encyclopaedia, with help, to find information and record their facts and pictures on a notepad. They have an appropriate knowledge of different forms of information and communication technology and, on occasions, some pupils are given the opportunity to take photographs with a digital camera. Access to the Internet has been restricted by technical difficulties but some research has taken place. There was very little evidence of data presentation at a suitable level.
89. The quality of teaching in the specific lessons seen was good overall. It was very good in half of the lessons. This was due to the enthusiasm and subject expertise of the teachers. Where teaching is less effective, teachers' subject knowledge is not good enough and so the expectations of what the pupils could and should do in the time available are not high enough. In the lessons where teaching is very good teachers are confident using all the equipment available and are able to get out of the inevitable difficulties that arise when using technical equipment. They have high expectations of

pupils' behaviour and their work rate, which means that all time is used efficiently. In these lessons activities are well planned and reinforce information and communication technology skills such as loading a program as well as support learning in English or mathematics. Some very good teaching was seen in a Year 1 class, supporting learning in science. In this class standards are very securely above those required for their age due to the very good subject knowledge of the teacher and her confidence using all forms of information and communication technology equipment.

90. Subject management is good overall and much is being done to promote good standards. Government money has been used well to improve the quality and range of resources. However, there are less computers than would be expected in a school of this size. The number of computers available means that only half a class can use the computer suite at any one time, even if pupils work two to a computer. Outside the computer suite there is only one classroom with a computer and opportunities for learning are restricted. Nevertheless, more use could be made of the resources available. There are appropriate security systems to protect pupils using the Internet.

## **MUSIC**

91. Standards in Year 2 are above those expected nationally. This is an improvement since the previous inspection when they were judged satisfactory. Although only two lessons were seen during the inspection, it was sufficient to show the quality of provision and the standards that pupils have reached are good.
92. Pupils use a wide variety of percussion with enthusiasm and great enjoyment. They know the names of many instruments and handle and play them correctly. They understand that music is written as symbols and follow a simple score of long and short sounds, carefully, guided by a conductor. They sing tunefully, with accurate rhythm and accompany their own singing skilfully with their instruments. They identify orchestral instruments using a simple computer program and match the instruments to the sounds they hear. They listen to music in assemblies, such as an extract from Asian Hollywood film music with interest. Music lessons make a very good contribution to pupils' spiritual, moral, social and cultural development and to the development of listening skills. Pupils learn to listen to each other, take turns, play together, perform independently and in a group before an audience and enjoy both making and listening to music. When using instruments, they demonstrate very good control for their age and resist the temptation to fiddle or play out of place.
93. The teaching seen was very good. The teachers have very high expectations of the pupils' behaviour and pupils know and understand very clearly what is expected of them. This means that lessons flow smoothly and no time is wasted. A teacher visits the school to teach each class in turn for a small number of lessons during the year and support the teaching staff in their own professional development. This contributes much to the very good provision for learning and the standards attained. It ensures that teachers have good subject expertise and a real awareness of how to teach music to young pupils. Lessons are very well planned, structured and organised. In one lesson where teaching and learning was very good the teacher used her assessment of the pupils' attainment particularly well when she moved on from the target for the lesson, which was to follow a score of short and long sounds, to the harder idea of following a sign for getting quieter. In both lessons seen, the enthusiasm of the teachers was conveyed to the pupils and the pupils' responding enthusiasm was channelled well into quality performance. Pupils with special educational needs are very well supported and all pupils with all levels of attainment and need are fully included in lessons.

94. Teachers use published materials and guidance from the specialist to help them plan lessons. There is suitable subject management to ensure that the curriculum is covered appropriately and that standards are maintained. Regular concerts provide opportunities for performance in front of a wider audience. There is no specialist instrumentalist tuition, but this is frequently the case in an infant school.

## **PHYSICAL EDUCATION**

95. Standards in physical education are above those expected nationally in Year 2. This is an improvement since the time of the previous inspection. Pupils show a good awareness when moving in space and understand how to use different body parts to balance when creating different shapes, making both large and small shapes well. They show good control when throwing, catching, dribbling and kicking balls. They are aware of the effect of exercise on the body and of the need for warm-up and cool-down activity. They show good skills in analysing their performance and in identifying their own targets for improvement. Teachers' high expectations of participation and effort and their encouragement ensures the good achievement of all pupils, including those with special educational needs, and pupils are constantly challenged by the teacher and themselves to improve performance. They are confident learners and enjoy working hard.
96. The quality of teaching is good. Teachers give clear teaching points and use pupil's demonstration well to praise, encourage and to improve skills. Most outline at the end of the lesson the improvements that have taken place. Targets are set for future work and pupils know their own targets. Pupils are taught to plan, analyse and modify sequences of movement and actions and vocabulary development and speaking and listening skills are constant features of lessons, giving pupils the tools with which to discuss and analyse their work.
97. Overall subject leadership is good. The subject leader, who is temporarily absent, is a trained instructor for 'Top Play', which is a system to support the development of games skills. She has used her knowledge to improve the skills and confidence of other teachers in teaching early games skills. The small apparatus is plentiful in quantity for all pupils to access during a lesson and of sound quality. Some of the large apparatus, such as activity trestles and climbing apparatus, is old, left from when the school catered for some older pupils and is not appropriate for pupils of this age group because it is too high.

## **RELIGIOUS EDUCATION**

98. Standards in religious education meet the requirements of the locally agreed syllabus well. Pupils in Year 2 show an above average knowledge and understanding in the lessons observed of The Christian ceremony of Baptism and its meaning for families and of the Muslim traditions of Ramadan and Eid. These standards are an improvement on those found at the time of the previous inspection. Pupils have a good understanding for their age of the symbols of candles, water and the cross in the Christian faith. They know why Muslims fast at Ramadan and could relate the idea of thinking about those less fortunate than themselves to life around them, giving good examples. When asked to pass around a candle and make a statement relating to light and Baptism pupils showed very good speaking and listening skills, giving examples and reflecting on feelings. Very good personal development was demonstrated in this session. Pupils in Year 2 were also able to discuss what they remembered about light as part of the festival of Divali and talked of the Sikh faith. They know of the Old and New Testaments, the stories of *The Good Samaritan* and *Noah's Ark*.

99. The quality of teaching is very good. In a lesson where teaching was outstanding in Year 2, there were impressive links with writing development. Pupils used key words previously jotted down as they watched a video recording of a baptism, to take part in further discussion and revision. They used a very good variety of objects of religious significance and books for further research and expanded their work in preparation for presenting their work in a choice of ways including booklets, posters, an information leaflet, retelling the story or any other idea. All pupils, including those with special educational needs, were able to achieve this task with varying levels of support. Higher-attaining pupils were required to produce work that was 'detailed and expressive', demonstrating the teacher's very high expectations and challenge. In this extended lesson the level of learning was very high both in religious understanding, in speaking, listening and writing skills and in personal development. This was because of skilled planning and a number of innovative approaches that enabled all pupils to participate, enjoy and succeed. In a lesson about Eid the teacher made good use of photographs and the learning from a previous talk by two members of the Muslim faith to further pupils' knowledge and understanding. There were good links with mathematics when Islamic patterns were introduced.
100. Subject leadership is sound. The temporary subject leader has attended a course on assessment of pupils' learning and the school is beginning to work on this. Because of the school's cycle of focusing on one or two subjects at a time, the quality of teaching and learning has not been observed as yet. The planned programme of work is based on the locally agreed syllabus and the latest national guidance. It is due for revision but the school is waiting for the imminent arrival of a new locally agreed syllabus. School resources for learning are good but no use has been made of information and communication technology and no visits to places of worship take place. An interesting display furthered pupils' understanding of Diwali. The subject makes a very good contribution to spiritual, moral, social and cultural development.