

# **INSPECTION REPORT**

## **DRIFFIELD CHURCH OF ENGLAND (VC) INFANT SCHOOL**

Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117974

Headteacher: Mrs J Spencer

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 14 – 17 October 2002

Inspection number: 247840

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:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Cross Hill St John's Road Driffield East Riding of Yorkshire
Postcode:	YO25 6RS
Telephone number:	01377 253094
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Mears
Date of previous inspection:	19 January 1998

## 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?
31175	Mr A Allison	Team inspector	English Design and technology Geography History	How well is the school led and managed?
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?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the centre of the small town of Drifffield. It serves a community that is very mixed both socially and economically. The school has 250 boys and girls on roll of whom 36 are part-time in the Reception class at the time of the inspection. The turnover of pupils arriving and leaving at times other than usual is slightly higher than expected in a school of this size. The percentage of pupils known to be eligible for free school meals is low (6.8 per cent). Four pupils are from ethnic minority backgrounds and one pupil is learning English as an additional language. Thirteen pupils are on the school's list of pupils with special educational needs (5.2 per cent, below average) and three pupils have statements of special educational needs for learning difficulties. Prior attainment on entry to the school is varied but most pupils are average. Since the previous inspection there have been significant changes in staffing and the present headteacher has been in post for five terms. Building work has enabled all the school to be located in one building. The school has achieved the Basic Skills Quality Mark for its work in English and mathematics and the 'Artsmark' for its work in the arts.

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

This is a very good school where all concerned work hard. The leadership and management of the headteacher, senior staff and governors are very good. There is a very clear vision for the school and a determination to succeed. The school is very good at identifying priorities for action and improving as a result of this. The good standards attained by pupils are due to the very good quality of teaching. Pupils' behaviour is very good and they enjoy school. Relationships and personal development are very good and there are very good links with parents. The school offers very good value for money.

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

- Standards are above average in reading, writing, mathematics, information and communication technology, music and physical education; they are very good in science, art and design and dance.
- The quality of teaching is very good and all groups of pupils make good progress.
- The leadership and management of the school are very good and ensure very clear direction.
- Provision for and pupils' personal development are very good and behaviour and relationships are also very good.
- There are very good links with parents and these have a significant effect on pupils' progress and achievement.

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

- The provision for outdoor activity for children in the Reception class.

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

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

The school was last inspected in January 1998. Since then it has made very good improvement. Standards have improved in speaking and listening, reading, writing, mathematics, science, art and design, and music. It has maintained the above average standards in information and communication technology despite the increase in the demands for this subject. The issues from the previous report have been addressed successfully. Teachers now have a better knowledge and understanding in design and technology and science. The effectiveness of teaching and learning is checked in all subjects and the results of this inform planning. Because of this improvement in planning all groups of pupils now make good progress. The school has also improved the accommodation, the care and support for pupils and the leadership and management of the school.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	C	C	C	C	well above average    A above average        B average                C below average        D well below average    E
Writing	B	C	B	B	
Mathematics	C	C	D	C	

In 2002 standards in the national tests at the end of Year 2 in relation to all schools were average in reading, above average in writing and below average in mathematics. In relation to similar schools they were average in reading, above average in writing and average in mathematics. Although the percentage of pupils reaching the average Level 2 in mathematics was similar to that of the other subjects and close to the national average, the percentage of pupils gaining the higher Level 3 was slightly lower. However, the school identified more lower-attaining pupils in this year group in mathematics than in reading and writing. The percentage of pupils gaining the higher Level 3 in reading and writing was similar to that of 2001. The trend of improvement over the last five years has been broadly similar to that nationally. Performance in the teacher assessments for science in 2002 was well above average in the percentage of pupils achieving the average Level 2. The percentage of pupils gaining the higher Level 3 increased considerable in 2002 to 60 per cent. Present inspection findings are that attainment in the present Year 2 is above the expected levels in reading, writing and mathematics and well above in science. In mathematics, pupils have a very secure foundation in number that is not reflected in written tests, because of the many different practical experiences that reinforce learning and problem solving skills. Confidence in investigating mathematics is particularly good. Attainment in information and communication technology is above the nationally expected level. Standards in art and design are well above those expected nationally, particularly in relation to the work done as part of the graphic arts project. Attainment in music and physical education is above that found nationally and well above in dance as a result of an outside specialist working with both staff and pupils. Standards in all other subjects are similar to those expected nationally. Children in the Reception classes make good progress, most achieve the nationally expected learning goals in all six required areas of learning and many exceed these levels. All groups of pupils, including those with special educational needs and those with English as an additional language make good progress and achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good and pupils work hard. They settle well in class.
Behaviour, in and out of classrooms	Behaviour in class, around the school and in the playground is very good.
Personal development and relationships	Pupils are responsible, reliable and trustworthy. Relationships are very good.
Attendance	This is good and most pupils are punctual.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	N/A

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

Just over eight out of ten lessons observed were good or better. A third of lessons were very good or excellent. Teaching and learning in mathematics are very good. The teaching of literacy is good. Teaching and learning are also very good in art and design and in dance. Strengths of teaching in all subjects include the very good use of practical activities and resources to reinforce learning and the provision of first-hand experiences and role-play to support knowledge and understanding. The school is making good efforts to link work in several subjects together and this strengthens learning and makes good use of time. Well-planned lessons ensure that pupils think for themselves, hypothesise, test ideas and are imaginative and creative. Teaching in the Reception classes is very good and there is an appropriate mix of adult-led and child-initiated activities. The school meets the needs of all pupils well. Pupils with special educational needs and those with English as an additional language learn well alongside their peers. The school began an initiative last year to focus more carefully on the needs of higher-attaining pupils and has improved in this aspect and the initiative is now being further developed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good quality and interesting curriculum is provided both for the Reception class and for pupils in Years 1-2. The lack of suitable outdoor space and equipment is a weakness in the provision for Reception classes.
Provision for pupils with special educational needs	Provision is very good and these pupils make good progress.
Provision for pupils with English as an additional language	Appropriate provision is made and progress is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. Experiences to raise awareness of a culturally diverse society are not yet securely embedded in planning across all subjects although some interesting activities are provided.
How well the school cares for its pupils	Care and welfare are very good. The school has improved the procedures for checking and supporting progress and these are now good. The 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 of very high quality. There is a very clear and determined vision for the school. This has a very positive effect on achievement and attainment.
How well the governors fulfil their responsibilities	The governing body is strongly committed and very supportive. It fulfils its legal responsibilities very well.
The school's evaluation of its performance	This is very good and all concerned are committed to raising standards as far as possible.
The strategic use of resources	Finances and staff are used wisely and the results of spending and other decisions are evaluated carefully to ensure good value and best use of the resources available. Learning resources are good overall. Accommodation is satisfactory. There is no accessible secure outdoor activity area for the Reception classes and resources for this are unsatisfactory.

## 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>Parents were very pleased with almost all aspects of the school.</li> </ul>	<ul style="list-style-type: none"> <li>A small number of parents were concerned about pupils' annual reports and the provision of after-school activities for pupils in Year 1.</li> </ul>

The inspectors agree with the positive comments by parents about the school. The inspection team judged the reports to be very detailed and of high quality. There are several good opportunities for after-school activities for pupils in Year 2. The school is currently developing ideas for involving Year 1 pupils and the school council is also discussing these.

## **PART B: COMMENTARY**

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

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

- 1 In 2002 standards in the national tests at the end of Year 2, when compared with all schools, were average in reading, above average in writing and below average in mathematics. In relation to similar schools they were average in reading, above average in writing and average in mathematics. Although the percentage of pupils reaching the average Level 2 in mathematics was similar to that of the other two subjects and close to the national average, the percentage of pupils gaining the higher Level 3 was slightly lower. However, the school identified more lower-attaining pupils in this year group in mathematics than in reading and writing. The percentage of pupils achieving the higher Level 3 in reading and writing was similar to that of 2001. Performance in the teacher assessments for science in 2002 was well above average in the percentage of pupils achieving Level 2 and showed an increase since 2001 when it was above average. The percentage of pupils achieving the higher Level 3 increased by 36 per cent to 60 per cent. At the end of 2001 the school identified a need to increase the number of pupils attaining Level 3 and strategies for achieving this are well embedded in the school improvement plan. These strategies are now beginning to become effective. There is no significant difference in attainment between boys and girls. The school's overall trend of improvement is broadly similar to that nationally.
- 2 The inspection findings are that attainment in the present Year 2 is above the level expected nationally in reading, writing and mathematics and well above in science. In reading higher-attaining pupils read fluently and often with expression and average-attaining pupils read with understanding. All pupils have good strategies for using the sounds of letters and groups of letters to help with unfamiliar words. Pupils are enthusiastic writers and use their skills well in other subjects, for example when they write about the island of St. Lucia or letters based on a book that they read together. Most pupils use full stops and capital letters well and know what question marks and exclamation marks denote. In mathematics, pupils have a very secure foundation in number that is not reflected in written tests because of the many different practical experiences provided that reinforce learning. Problem-solving skills and pupils' confidence in investigating mathematics are particularly good. In science, almost all pupils have reached at least the level expected for their age in all aspects of science. There is higher attainment in pupils' knowledge and understanding of life processes and living things and an above average grasp of all aspects of science relating to healthy bodies and hygiene due to the Healthy School project.
- 3 Attainment in information and communication technology is above the nationally expected level. Pupils in Year 2 load a program using the icons displayed. They use a keyboard to write their own work and change fonts. They enter data on a spreadsheet and print their own graphs, showing good links with mathematics. They use the Internet for research and program and control a floor robot.
- 4 Standards in art and design are well above those expected nationally. A high standard of attainment is demonstrated in work using paint, pencils, chalks, three-dimensional work, textile work, weaving and printing. Of particular note is the work resulting from a graphic arts project where pupils used scanners to blend their own work with photographs taken using digital cameras and change these to sepia pictures of the Victorian days. During the inspection pupils produced high quality work

in clay, linked to the topic on houses and demonstrated particularly good use of colour blending skills. In design and technology standards are similar to those expected nationally. Pupils design and make fairground rides with moving parts for example and evaluate their work to see how it could be improved.

- 5 In history and geography standards are similar to those expected nationally. Pupils have a satisfactory understanding of place and early map skills. They compare their home area with St Lucia. They develop a sense of 'past' and 'present' and learn about events such as 'The Great Fire of London'. They use good speaking and listening skills in role-play and 'reporters' question 'eyewitnesses' about the sequence of events during this time. Standards in religious education meet those required by the locally agreed syllabus. Pupils know of festivals and stories from both Christianity and Judaism and reflect on the meaning of these in family life.
- 6 Attainment in music and physical education is above that expected nationally. The quality of singing is good. Pupils in Year 2 sing songs with complex rhythms and tunes well, pronouncing words clearly and with expression. In dance, as a result of a school initiative using an outside specialist to work with staff and pupils together, standards are well above those normally found. Pupils in Year 2 show an exceptionally high level of skill and understanding, expressing feelings and moods in a variety of movements and sequences.
- 7 Pupils with special educational needs make very good progress in their learning. This is because tasks are carefully matched to their needs and they are well supported by classroom assistants. The school is working on improved strategies for challenging higher-attaining pupils, including any pupils identified as gifted and talented and these are beginning to show effect. The provision for the pupil with English as an additional language is ensuring good progress.
- 8 Children in the Reception classes (Foundation Stage) make good progress. By the end of the Reception year almost all children reach the required nationally expected levels in the six areas of personal, social, and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Many are achieving at levels above those expected nationally.
- 9 The very good quality of teaching, and the leadership and management of the headteacher and key staff, influence attainment and achievement across the school significantly. The school analyses its performance very well and takes action where it identifies weaknesses. It uses outside experts and grants very well to improve in areas of subjects where it needs to upgrade skills. The whole staff are committed to developments and make every effort to improve their practice. This commitment is a significant feature of the school's success.

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

- 10 Pupils' attitudes to the school are good and have been maintained since the previous inspection. All staff promote pupils' self-esteem, encouraging them to work hard and offering appropriate praise. This has a positive effect on the pupils' learning and progress. Pupils are enthusiastic and settle down quickly to lessons, which they clearly enjoy. They listen carefully to their teachers and are keen to answer questions. All pupils enjoy classroom discussions. They wait patiently for their turn to speak and listen well to each other. A good example of this was seen in a Year 2 history lesson when the pupils discussed the Great Fire of London. They concentrate

well, complete their work and share equipment. This was evident in a Year 1 art lesson, where the pupils worked well on three-dimensional materials.

- 11 Behaviour in the school and playground is very good and this matches the judgement of the previous inspection. There were no instances of bullying or challenging behaviour observed during the inspection and there have been no exclusions from the school. Pupils know what is expected of them and understand the difference between right and wrong and the effect of their actions on others. This is because the staff swiftly establish classroom rules and have high expectations for good behaviour to ensure that the quality of learning in lessons is maintained. Pupils know that they must inform a member of staff if they feel that they are being bullied and parents are comfortable contacting the school about any behaviour problems.
- 12 Relationships throughout the school are very good. They are warm and caring, both amongst the pupils themselves and between the pupils and staff. Pupils work together well in pairs and groups and support each other's learning. This was evident in a Year 2 dance lesson, where pupils also thought about how to interpret emotions and feelings within dance. They respect the feelings values and beliefs of others. A good example of this was observed in a personal, social, health and citizenship education lesson where the pupils discussed 'what is special about you?' They talked openly without fear or embarrassment, shared their work with others and reminded their teacher that her dog was part of what made her special! At breaks and lunchtimes pupils talk and play together sociably regardless of gender or race. There is a high level of mutual respect, which is a key factor in securing good behaviour and warm relationships.
- 13 Pupils' personal development is very good. They take responsibility for tasks around the school and are reliable and trustworthy. They act as 'special helpers', assisting in assemblies, classrooms, the computer suite and returning registers to the office. Year 2 pupils support the Reception classes and act as 'buddies'. This involves weekly sessions where books are shared and friendships begin, which enables the younger children to settle swiftly into school life. A recent initiative has been the formation of a school council. This provides an opportunity for elected pupils from Year 1 and Year 2 to put forward the views of the pupils. They have co-operated with staff to establish the 'lining up award', which rewards the pupils with certificates and prizes for lining up in the playground in an orderly and calm manner. At present they are discussing new ideas for after-school activities, particularly for the Year 1 pupils and charity fund-raising. However, pupils are already gaining an understanding of the wider global community by raising money for charitable causes such as Comic Relief. These responsibilities have a good effect on the pupils' personal development. Pupils with special educational needs, English as an additional language and those from other minority groups are well integrated, enjoy their lessons and work hard.
- 14 The attendance rate for the school is good and has been maintained since the previous inspection. However, although discouraged, some families still take holidays in term-time. Most pupils are punctual for school.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 The overall quality of teaching is very good. No unsatisfactory lessons were observed and just over eight out of ten lessons were good or better. A third of lessons were very good or excellent. In addition to these observations the inspection team have taken into consideration the very good use of practical experiences and resources to reinforce learning and the provision of first-hand experiences and role-play to support knowledge and understanding. The school is making good efforts to link learning in several subjects together and this strengthens learning in all subjects and makes good use of time. Lessons are well planned and very good questioning ensures that pupils think for themselves and are imaginative and creative. They are encouraged well to hypothesise, test ideas, evaluate and improve their work. This was demonstrated very well in a mathematics lesson when pupils were working out whether straight snakes were longer or shorter than 'wiggly' ones. Teachers have good subject knowledge and key vocabulary for each subject is carefully taught and the closing few minutes of lessons are used well to revise, reinforce and to assess learning. In the few lessons that were graded satisfactory, the pace was slower than in the best lessons, pupils were not challenged so well and teachers did not have as many teaching strategies to keep pupils fully interested or on task.
- 16 Teaching in English is good and teachers have a good understanding of the National Literacy Strategy, which they are now beginning to use more flexibly. There are clear links with other subjects, demonstrated in a history lesson when pupils enhanced their speaking and listening skills through 'reporters' questioning 'eyewitnesses' about the Great Fire of London. Teaching and learning in mathematics is very good. Teachers have a good understanding of the National Numeracy Strategy and activities to develop pupils' problem-solving skills and their confidence in investigational mathematics. Activities are well planned to provide challenge and to keep pupils' interest and attention. No judgement was made on the overall teaching in science as too few lessons were seen. Activities and resources are very well prepared and provide pupils with first-hand experiences. Teaching in information and communication technology is good and leads to good learning. Teachers are just becoming used to using the very new computer suite and are coming to terms with the new technology and software in it.
- 17 The quality of teaching in art and design is very good. Pupils develop very good skills because teachers are secure in their knowledge and understanding of the subject. Teaching and learning have been considerably strengthened by the use of visiting artists to work alongside teachers and pupils to increase skills and understanding in more unusual aspects of the subject such as graphic arts and art from the environment. No specific teaching of design and technology was seen during the inspection. Planning for the subject indicates that pupils have the opportunity to engage in open-ended design activities. Teaching in music is good and lessons are well planned. On a few occasions teachers lack the subject knowledge to develop pupils' skills as far as possible. Good use is made of the expertise of a voluntary helper to improve singing and performance. The quality of teaching in physical education is good and very good in dance. The expertise of an outside consultant has been used very effectively to improve the skills of both pupils and teachers and pupils now work and perform confidently at a very high level for their age.
- 18 The school's planned programme of work meant that no teaching of geography took place during the inspection. Displays of work show that the subject is well linked to other subjects such as art and design and English. Teaching and learning in history are good overall and strong features of this include the use of well-chosen resources

and objects of historical significance and an imaginative approach that arouses and maintains the interest of all pupils. In religious education the teaching is good. Learning is particularly enhanced by the use of role-play and this and the use of many objects of religious significance enables pupils to reflect well on the role of religion in peoples' lives.

- 19 Teaching and learning in all the six areas of the Foundation Stage (Reception classes) curriculum are very good. The differing learning needs of all children are well met by an appropriate mix of adult-led activities and child-initiated learning where children imagine, experiment and explore. The latest national guidance for this stage of learning is well understood by all staff and two teachers are Early Years Mentor teachers for the local education authority. Lessons and activities are very well planned and themes such as the current one of 'The Three Bears' add interest and provide for good learning in all six required areas.
- 20 Teachers plan carefully, alongside support assistants, to meet the needs of pupils with all types of learning difficulties. Concise targets are set for pupils to reach in a given time. Their teachers and support assistants check the progress that pupils make towards these special targets regularly. This information is used to prepare further work. Provision is very good and pupils make good progress in their learning. Where support is most effective the support assistants work alongside the pupils throughout the lesson, sitting with them during whole class teaching to make sure that they can take a full and active part in the whole lesson. Provision and teaching for English as an additional language is appropriate to the age and prior attainment of the pupil concerned and ensures good progress. The school has improved teaching skills to meet the needs of higher-attaining pupils and is continuing to work on this.
- 21 Marking of pupils' work is up-to-date and frequently includes encouraging comments that bolster the confidence of the pupils. Homework makes a good contribution to pupils' learning, particularly in reading.

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

- 22 The previous inspection report stated that the curriculum was balanced and broadly based. This provision has been improved. A good quality and interesting curriculum is provided for all pupils in Years 1-2 and for children in the Foundation Stage. For children in the Foundation Stage, (Reception classes), the curriculum is well planned to cover all the required areas of learning and to help children reach, and often exceed, the expected standards by the time they enter Year 1. The lack of suitable outdoor activity space and good quality equipment restricts opportunities for physical development but the school makes good efforts to compensate for this as far as possible. In lessons there is a suitable balance between activities that are carefully guided by teachers and those that children choose themselves. Time is managed well to make sure that children move from one experience to another without becoming bored, for example of sitting still for too long. A suitable emphasis is placed on the development of communication, language and literacy, mathematical development and personal and social skills. The links with pre-school groups are good and help children settle into the more formal routines of school life.

- 23 The curriculum for pupils in Years 1 and 2 covers all subjects of the National Curriculum and religious education meets the requirements of the locally agreed syllabus. Since the previous inspection planning has improved and it is now thorough and very good. Planned programmes of work are of good quality. Teachers clearly identify targets for learning in their planning. Work is targeted at pupils with different levels of attainment where appropriate. Both class teachers and the headteacher carefully evaluate outcomes of lessons and standards attained over time. Teachers are constantly seeking for ways to improve planning to make more efficient use of time.
- 24 The National Literacy and Numeracy Strategies are well established and literacy and numeracy skills are taught effectively. Literacy skills are used well to support other subjects. Numeracy skills are developed in other subjects where appropriate, for example in information and communication technology. The school has very recently acquired a new computer suite and teachers are beginning to use this to develop specific information and communication technology skills. During the inspection very little use was made of other computers in the classrooms to help pupils with other subjects. This was mainly due to the new situation and the lack of opportunity since the recent opening of the suite, to plan effectively for the use of all the resources.
- 25 The school is committed to equality of opportunity for all and endeavours to provide for the needs of all pupils. 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 their needs, often by classroom support assistants. There is good provision for pupils with English as an additional language. In most lessons tasks are carefully planned to meet the needs of pupils with all levels of attainment, including those who are particularly talented. The school has recognised the need to identify pupils who may need extra challenge in their work and are in the process of organising some additional teaching support for those with high attainment. A small number of part-time pupils in the Reception classes do not get the same opportunity as others, due to the differences associated with attendance in either the morning or the afternoon only.
- 26 A good range of visits and visitors, carefully selected to provide pupils with first-hand experiences, enhances the curriculum. Very good use is made of the local community, for example, the local shops and local artists, to extend pupils' learning. Extra-curricular provision is good and includes choir and sports activities. Links with other local infant, junior and secondary schools are good. Pupils are well prepared for the next stage of their education.
- 27 Provision for spiritual, moral, social and cultural development is very good overall. In all aspects provision has improved since the previous inspection. Spiritual development is very well promoted. Teachers and support assistants provide an attractive and welcoming environment where all are valued. Daily acts of collective worship make a very good contribution to spiritual development. Pupils are taught to think about different issues, for example what it is like to be hungry. They are expected to show respect for each other and listen to the contributions of others in their class. They learn about other religions and associated customs. In a religious education lesson, for example, when the pupils had been learning about the Jewish Sabbath and the lunchtime supervisor knocked on the door, pupils demonstrated what they had learned by responding spontaneously with the traditional Hebrew welcome for visitors on the Sabbath Day. They are given opportunities in dance to reflect and interpret feelings and in history to think about life at the time of 'The Great Fire of London'.

- 28 Provision for moral development is very good. Teachers give a good example of how to behave and work together and have very good relationships with the pupils. Classroom routines are well established and good behaviour is expected in and around the school. Personal, social, health and education for citizenship are actively taught, using a published scheme of work as a basis for learning. This includes sex education in line with the school policy. It also includes education for the misuse of drugs at a level that is appropriate for the age range in the school. The governing body recognises that there is no policy related to drugs and is actively seeking to develop one. Pupils are encouraged to consider wider moral issues such as the need for recycling and take part in special activities to protect the environment. Praise and certificates are given to recognise all types of achievement and teachers take pains to explain why certain behaviour or actions are unacceptable.
- 29 Social education is very well promoted. Pupils learn to work together and share, for example when using computers. They are taught to work independently when the teacher is giving attention to other pupils. They have their own council, and make decisions. They take on simple responsibilities with pride, such as holding doors open for the assemblies. Even the youngest children in the Reception class are given tasks such as returning registers to the office. Pupils learn about those less fortunate than themselves through links with places like Nepal and how important it is to help others. They are encouraged to support different charities and local events and taught to be aware of their own community. As a result, they are proud to explain how they take harvest gifts to senior citizens or sing at special events.
- 30 Cultural education is good. Pupils are taught in an exciting way about their own history, for example the Great Fire of London, and what life was like when 'granny' was little. In geography they look at different types of houses and compare them with houses in other parts of the world. Visiting artists help pupils appreciate different styles of art, for example sculpture, architecture and pottery. Pupils enjoy a range of literature and music. Visitors representing other countries and cultures extend awareness of different types of music and dance. Although much is done to make pupils aware of a society that is made up of different cultures, experiences are not yet securely embedded in planning across all subjects.

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

- 31 This is a very caring and supportive school in which the well being of pupils is a high priority. This aspect has improved since the previous inspection. Staff know their pupils well and provide effective support for them all. Pupils are helped to settle quickly into the life of the school and staff are happy to talk with any parent who has concerns. All the staff, including the headteacher, welcome the pupils into school at the main entrance each morning. The school also accommodates an After-School Club, which provides a safe and secure environment for pupils at the end of each day until they are collected by their parents.
- 32 Procedures for child protection and for ensuring pupils' welfare are very good. The deputy headteacher is the named person responsible for child protection and 'looked after' children. Staff and lunchtime supervisors are aware of procedures and have received training. Rules for the safe use of the Internet by the pupils are well adhered to. The school follows the procedures in the school's health and safety policy and fire precautions, electrical checks and whole-school risk assessment have been carried out. There are good arrangements in place for dealing with accidents and three

members of staff are trained to administer first aid. However, the school has arranged first aid training for all staff.

- 33 The school's procedures for monitoring and improving attendance are good and have been maintained since the previous inspection. Registration meets legal requirements and is swiftly and efficiently undertaken. Class teachers keep a daily check on attendance, which is monitored by the headteacher and administration officer every half term. Any problems are swiftly brought to the attention of the headteacher. Analysis of attendance levels is undertaken regularly. Pupils who have medical appointments or who are late for school have to report to the office at the main entrance. Parents are required to write a letter to confirm a reason for the pupil's absence or telephone the school. Class teachers ensure the receipt of all absence letters and the educational welfare officer can be contacted if necessary. Certificates are awarded to pupils with good attendance.
- 34 Procedures for supporting and promoting good behaviour are very good. There are more systems in place to reward pupils for good behaviour than at the time of the previous inspection as the school continues to monitor the effect of the behaviour policy. Pupils are frequently praised verbally or in a letter to parents and receive stamps and stickers to celebrate good behaviour or achievement. Some classes award the 'star of the day' or the 'carpet champion' for doing well in class or sitting on the carpet quietly and listening to their teacher. Special achievement assemblies are held and entries are made in the achievement book. The support assistants have recently established their own award for the pupils using a teddy bear called 'Archie the achiever'. These reward schemes have established a pleasant and productive working environment in the school.
- 35 Procedures for eliminating oppressive behaviour such as bullying are also very good. There is an effective behaviour policy in place, which includes guidelines for dealing with bullying. All staff, including lunchtime supervisors, consistently apply the policy. No bullying or challenging behaviour was seen during the inspection but when it occasionally occurs it is dealt with swiftly by the headteacher. Pupils confirmed that they would inform their class teacher if problems occur. An appropriate scheme of sanctions, such as a verbal reprimand or a missed playtime, is in place to discourage challenging behaviour. All serious incidents of bullying are recorded by the headteacher and incidents at lunchtime are recorded in the playtime book by the lunchtime supervisors.
- 36 Procedures for monitoring and supporting pupils' personal development are good. All pupils have at least one lesson of personal and social education each week and teaching also takes place in subjects such as religious education and science. Many assemblies have a related theme. Within these lessons pupils have discussed how to improve playtime and a new adventure playground will be installed very soon. They are working hard towards the 'Healthy Schools Award' by eating fresh fruit and drinking water throughout the day to maintain concentration and good health. A Year 1 lesson was observed in which the pupils were informed of the dangers of taking medicines not prescribed. The drugs support team, health professionals and emergency services provide additional support. However, the headteacher ensures that she teaches some lessons to maintain close contact with the pupils. Personal and social education make a valuable contribution to pupils' personal development. All pupils are involved with their class teachers in setting their targets for literacy and numeracy and whole class targets are also set. As a result, pupils know what they have to achieve to make further progress. Parents are kept well informed about these targets because they are entered in the home-school books that pupils take home

each evening. The effort that the school makes in support and guidance for its pupils has a good effect on attitudes, behaviour and learning.

- 37 There are very good procedures and clear criteria for identifying pupils with special educational needs as quickly as possible. Additional help is sought from outside school when appropriate. Progress is carefully monitored against pupils' special learning targets and information used to plan further work. Regular reviews of pupils' progress take place. Legal requirements are met. The school is developing a register of pupils who are gifted or talented and is making provision for extra support for these pupils.
- 38 Procedures for assessing pupils' attainment and progress are good. Initial assessment of each pupil takes place on entry to the Reception class and is repeated at the end of this year. Ongoing assessment of pupils in the Reception class is good and matched to the latest curriculum guidance for the Foundation Stage. There are good procedures at the end of Year 2 when the results of the national tests and assessments are very carefully analysed. This analysis is used effectively to identify strengths and weaknesses and so informs subsequent planning. For example, the school identified the need to raise standards in writing and achieved this last year but is conscious of the need to improve further and is implementing strategies to facilitate this. The school also makes good use of other tests, particularly in Year 2, to assess learning in reading and mathematics. Teachers carefully evaluate learning each week so that subsequent planning takes account of this and tasks are now matched better to prior attainment, particularly for the higher attainers. This is an improvement since the previous inspection. Teachers frequently share lesson objectives with pupils at the beginning of the lesson and use the closing part of the lesson to assess learning and to ensure that pupils know what they have learned. The school has devised effective strategies for assessing pupils' readiness for moving to the next level in the graded reading scheme. The home-school books also contain an explanation for parents about the new reading level. Procedures for assessing progress in other subjects are good. Results of assessments are now being recorded in a way that will enable the progress of individual pupils to be tracked more easily. The detailed assessment strategy provides relevant information for governors about the school's performance in all subjects and for parents about their children.

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

- 39 Parents expressed strong support for the school. Parents spoken with during the inspection were pleased with all aspects of the school, particularly the information about their children's targets for improvement and the new home/school books. A very small number were concerned about the pupils' annual progress reports and after-school activities. The inspection confirmed that annual progress reports are very detailed and are of a high quality. However, the headteacher does acknowledge the need to develop after-school activities for Year 1 pupils and the school council is now developing ideas. The strong partnership between the parents and the school has a positive effect on pupils' learning.
- 40 The school works hard to ensure very good links with parents. The headteacher and staff are accessible, particularly at the start of the day, so that concerns and problems can be resolved quickly. Regular newsletters are sent home and parents' views are sought via questionnaires. All home/school agreements between the school and parents have been signed and returned. Parents' meetings, church services, sports days and events at Christmas and Easter are very well attended.

- 41 Parental involvement has a very good effect on the life of the school. The 'Friends of School Association' provides good support by arranging social and fund-raising events. Barbecues, dances and fairs have been held which have raised a considerable amount of money for the school. All money raised is used to benefit the pupils through the purchase of equipment such as school furniture and to support Christmas entertainment and educational visits. A large group of committed volunteer helpers, which includes parents and grandparents, assists regularly in classrooms, on educational visits and supervise the weekly book club.
- 42 The quality of information for parents is very good and the school prospectus and governors' report are informative. Regular newsletters are sent home informing parents of events and achievements, topics their children will be covering and their targets for improvement. Open days provide an opportunity for parents to visit their children's classrooms. Workshops to explain the National Literacy and Numeracy Strategies have also been held but attendance was low. Parents have the opportunity to consult the staff formally twice a year and at the end of open days to discuss their children's progress. The pupils' progress reports are very good; they include all the required information, comment on the pupils' personal and social development and explain what they can do to improve their work.
- 43 Parents are informed that their children have special educational needs and require special learning targets as soon as the school has identified this need. A very informative brochure is available for parents to help them understand the school's policy. Targets for those with more severe learning difficulties are shared with parents and guidance is provided how they can help their children at home. Parents are fully involved in the required annual reviews for pupils with statements of special educational need and who are receiving extensive in-class support.
- 44 The contribution that parents make to their children's learning at school and at home is good. The majority of parents help their children with homework and listen to them read. All have been informed of the school's expectations regarding homework in the newsletters. The newly established home/school books are a valuable channel of communication between home and school and many parents use them well. Plans to develop parent/pupil sessions in the new computer suite are being considered so that parents are given the opportunity to help their children to learn.

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

- 45 The leadership and management by the headteacher are of a very high quality. The head teacher has a very clear vision for the school and her determination to take the school forward, with the full support of the deputy headteacher and other members of the senior management team, has a very positive influence on both teaching and non-teaching staff and on the achievement of pupils. The previous inspection report referred to the strong leadership of the headteacher. The evidence from this inspection indicates that there is a significant improvement in leadership and management because the roles and responsibilities of the senior management team and the subject leaders have been increased. The key issues from the previous inspection have been addressed successfully. Teachers now have a better knowledge and understanding of science and design and technology. The files maintained by the subject leaders show that all aspects of the subject are closely analysed. As a result, attainment in aspects of these subjects, judged to be weaker in the previous inspection, has been raised. All pupils now make better progress because the checking and evaluation of teaching and learning has improved lesson planning. Specific targets, particularly for literacy and numeracy, are discussed

fortnightly with individual pupils and recorded in their home-school books. This also ensures that parents are aware of the agreed targets and can help pupils to achieve these.

- 46 The governing body is strongly committed to the school and fulfils its legal responsibilities very well. Governors are very knowledgeable about the school, for example, through the designated year group 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 very positive contribution to the school's development. Procedures for measuring and improving the performance of staff are securely in place. Targets are set that are relevant and achievable. The principles of best value for money are applied very effectively. The governing body, plays an important role in finalising the school improvement plan and ensures that financial planning facilitates the achievement of the identified priorities. The provision of the new information and communication technology suite and the appointment of additional teaching and non-teaching staff exemplify this very well. The budget is monitored well to ensure that money is spent as designated. This is enabling the school to raise standards.
- 47 The management of the provision for pupils with special educational needs is very good. The most recent national guidance for provision for these pupils has been fully adopted by the school and procedures are well established. The budget is used efficiently and effectively. The very knowledgeable governor appointed to oversee provision has a very clear understanding of what is required and keeps a very good check on both provision and practice. All legal requirements are met. Classroom support assistants for pupils with special educational needs are well informed. They make sure they understand how to help their pupils by undertaking training, often in their own time. As the school places a great emphasis on first-hand and practical experiences, this also means that resources to help pupils with special educational needs to learn are good. There is full access to the buildings for non-ambulant pupils and adults and suitable toilet facilities.
- 48 The school checks and evaluates its performance very well. This is achieved by detailed analysis of initial tests on entry, national tests in English and mathematics for pupils at the end of Year 2 and teacher assessments in all subjects in each year group. These analyses enable the school to identify priorities that inform the school improvement plan and take the necessary action to ensure better provision. For example, an identified weakness in the dance aspect of physical education led to the engagement of a dance specialist to work alongside teachers. As a result, standards of attainment in dance are well above the standards normally found nationally. The school has also identified the need to raise standards of attainment in writing, particularly for higher-attaining pupils and has made finance available to employ an additional part-time teacher. The role of subject leaders has been enhanced since the previous inspection. Their role includes lesson observations as well as checking the planning and assessing the learning and quality of work of pupils. Subject leaders provide good support and guidance for all staff. For example, the subject leader for art and design puts together projects and bids for grants to support these. The latest project involved visiting specialists in graphic arts who worked with pupils, alongside staff, raising the skills of all. As a result, the teaching enables all pupils to achieve well. All pupils have full access to all subjects and activities in the school.

- 49 The provision of a new school hall and the indoor activity area for the Reception classes since previous inspection is an improvement, although the accommodation remains satisfactory overall. The environment is enhanced by the 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 and is attractively marked for games. The quality and quantity of learning resources are good overall. This is an improvement since the previous inspection. However, there is a lack of large construction equipment for children in the Reception classes and of a suitable and accessible secure outside play area for these children, with appropriate equipment. A new adventure play area for all pupils is currently being constructed. Resources for art and design and physical education are very good. Teachers and support staff have the necessary experience and expertise to teach the curriculum effectively to the benefit of the pupils.
- 50 The induction procedures and on-going support for newly qualified teachers are very effective and enable them to make a good contribution to the school. The school is also in a good position to provide school experience for students following initial teacher training courses. Information and communication technology is used very efficiently in the day-to-day administration of the school. Standards in information and communication technology are above average even though the school has only very recently benefited from a new information and communication technology suite. This enhanced provision is beginning to support the school in making better use of information and communication technology to support learning in other subjects.
- 51 The school has many strengths that ensure that the quality of education provided for all groups of pupils contributes to 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. Given the average attainment of pupils on entry, the effectiveness with which the school's performance is evaluated and improved, the priorities identified, the good progress that pupils make and the standards attained, the school is judged to give very good value for money.

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

- 52 In order to improve further the headteacher, staff and governors should:
- improve the quality of outdoor experiences and resources for children in the Reception class in line with the latest national guidance for this age group.  
(paragraphs 22, 54)

The school is aware of this issue but it is not specifically within the school's present development planning because of the current provision of an adventure playground to be used by all pupils.

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

Equal access to the curriculum and provision for part-time pupils.  
(paragraphs 25, 53)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	17	33	11	0	0	0
Percentage	6	26	51	17	0	0	0

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

### 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)	n/a	250
Number of full-time pupils known to be eligible for free school meals	n/a	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.6

#### Unauthorised absence

	%
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)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	50	36	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	44	43
	Girls	35	35	34
	Total	78	79	77
Percentage of pupils at NC level 2 or above	School	86 (87)	91 (92)	88 (92)
	National	82 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	43	49
	Girls	35	34	36
	Total	80	77	85
Percentage of pupils at NC level 2 or above	School	93 (91)	90 (86)	99 (96)
	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
246	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
3	0	0
1	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)	10.4
Number of pupils per qualified teacher	24
Average class size	27.7

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

Total number of education support staff	9
Total aggregate hours worked per week	203

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

### ***Financial information***

Financial year	2001/02
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	£
Total income	562,591
Total expenditure	509,217
Expenditure per pupil	1,966
Balance brought forward from previous year	26,511
Balance carried forward to next year	79,885

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.4

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 47.6%

Number of questionnaires sent out	250
Number of questionnaires returned	119

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	57	39	1	0	3
Behaviour in the school is good.	48	43	4	0	5
My child gets the right amount of work to do at home.	47	45	7	0	2
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	39	43	11	1	6
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	66	31	0	0	3
The school works closely with parents.	40	51	3	2	3
The school is well led and managed.	75	24	0	0	2
The school is helping my child become mature and responsible.	61	36	0	0	3
The school provides an interesting range of activities outside lessons.	28	46	5	3	18

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

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

- 53 Provision for children in the Reception classes is good. This matches the judgement of the previous inspection report. At the time of the inspection all children in the Reception class had been in school for only a few weeks. Thirty-six of these children are part-time but most will become full-time shortly. These children attend part-time initially by parental choice. Because these children have to join in with the activities of those attending full-time and attend either morning or afternoon sessions there is some inequality in provision and in the experiences they happen to receive. Children's ages range from just four years old to just five. Observation, preliminary testing and initial assessments last year indicate that there is a wide spread of prior attainment on entry but overall levels of attainment on entry are average. There are, however, a larger group with immature vocabulary development and speech patterns. The differing learning needs of pupils are well met by an appropriate mixture of adult-led and child-initiated activities. The activity area is shared by all classes and children are well supported when working here by the nursery nurse and teaching assistants.
- 54 The latest guidance for this stage of children's learning is well understood by all staff. One teacher and the deputy headteacher are Early Years Mentor teachers for the local education authority. Full implementation of this 'Foundation Stage' curriculum is hindered by the inaccessible and unsuitable outdoor activity area and a weakness in resources for this aspect of learning, although the school does make efforts to compensate for this when possible and the creation of the new adventure playground will be supportive. Teaching and learning in all the six following areas of learning are very good. No unsatisfactory teaching was observed. Just over nine out of ten lessons were good or better and almost half of the lessons were very good or excellent. Children of all levels of prior attainment make good progress. Evidence for levels of attainment at the end of the Reception year is taken from observations and records of those pupils now just at the beginning of Year 1.

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

- 55 At this stage most children are settling into school. They are introduced to classroom routines and most already understand these well. There are many activities to help them to learn to listen to adults and to each other. They learn to change their clothes for physical education, gaining a sticker when they manage for themselves. They reflect on feelings of being scared when acting out 'We're Going on a Bear Hunt' and discuss whether doctors and nurses can be either men or women in a personal and social development session. They learn to share and to work together in the role-play area representing 'The Three Bears'. They apply themselves well to tasks, showing good concentration for their age. By the end of the Reception class all pupils meet the targets of the national Early Learning Goals in this aspect of learning and many show a greater maturity.

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

- 56 Many and varied opportunities are provided for children to develop skills in this area of learning. The role-play area includes a telephone box to make calls to the family of 'The Three Bears' and adults working in this age group spend much time interacting with children as they work on activities to extend vocabulary and speech patterns. Children 'read together' with the teacher a large class book, 'We're going on a Bear

Hunt' and focus on the sounds of words to describe rain for, example, and listen to rhyme. They learn the parts of a book such as 'title' and sequence cards to show the events of the story. They learn to predict what might come next and in the dance lesson begin to join in the words of the poem. They practise early writing skills when they make marks to represent letters and draw pictures to represent ideas. The school has a good range of fiction books and children are introduced appropriately to a reading scheme. By the end of the Reception class all children have made good progress. Most children are reading and writing at a level beyond the requirements of the national Early Learning Goals.

## **Mathematical development**

- 57 Both formal and informal opportunities take place for mathematical development. Children work with sand and water to learn about capacity. They weigh ingredients to make flapjacks. They learn about shape and size from puzzles and games. They learn to count during focused class sessions based on the story of 'The Three Bears'. Teachers have very good strategies for making this learning fun and for keeping children's attention. The singing of number songs consolidates counting skills well and children are beginning to take one away from a total through this activity. Already many children can match figures to groups of objects and about half achieve this with numbers up to ten. Most can sequence numbers to 10. The vocabulary of mathematics is developed very successfully. Children take part in many activities to learn the concept of 'tallest' and 'shortest', including building towers taller than the teacher and discussing the relative size of 'The Three Bears'. They are challenged by questions such as, 'is wide the same as tall?' They learn the names of shapes and lower-attaining pupils were observed sorting shapes into groups. These children know the names of the shapes and are beginning to describe some of the properties of them. Progress is good and most pupils who have just entered Year 1 have achieved more than the nationally expected level for their age.

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

- 58 Many opportunities for exploration in this aspect are provided in the shared activity area. Here children follow the bears' footsteps, learn about routes and family groupings, use the home corner to make tea for bears and dress up and take part in many imaginary scenarios. They test the feel of porridge oats in a 'feely box' and make flapjacks, observing how materials change when cooked. They enjoy tasting their work. Much understanding in technology was gained when children tried to build tall towers with blocks. They experimented with many ideas before the towers stood up securely. They use the computer, showing good control over the mouse, to explore simple programs and games. By the end of the Reception class most pupils have attained at least the nationally expected levels and many attain at a higher level.

## **Physical development**

- 59 Although some aspects of physical development are hindered by the limited access to outside facilities, the school does try to compensate for this by using the school playground and the hall. Already children are learning to put out apparatus in the hall. They use space well and begin to make sequences relating to pushing, pulling and rocking their bodies. They experiment with sequences of activity and show good social and physical skills. They are aware of the effects of exercise on the body and understand the importance of 'warm-up' and 'cool-down'. The performance of children in the dance/drama session relating to 'We're going on a Bear Hunt' was above that normally found for children of this age. They used good imaginary skills to

create movements to music, for example, to represent walking on a slippery floor. They learn the skills to cut and stick when cutting out their pictures of bears. Good pencil skills are supported well by the school's choice of pencils with a suitable grip for young children. By the time they leave the Reception class most children have developed the expected goals at a level above that generally found.

## **Creative development**

- 60 Very good facilities for experimenting with a variety of media are provided in art and children take part in both adult-led activities where they learn a good range of skills and in child-initiated opportunities where they experiment and create for themselves. During the inspection children made pictures of bears using paint mixed with porridge oats to give texture. They learned printing skills when they drew bears with the end of a pencil and used inks and rollers to print these. The bears drawn in charcoal showed skills ranging from early mark making to good representations and all showed a good understanding of the use of charcoal. Children already demonstrate a good understanding of the use of colour and colour mixing. Children use their imagination well both in dance and in the role-play areas. They listen to music well and interpret this with interesting actions. They learn to sing number songs and action songs. When singing altogether as a year group they develop rhythmic skills through clapping to the music and sing simple songs from memory. By the end of the Reception year, attainment is above that expected by the nationally expected Early Learning Goals.

## **ENGLISH**

- 61 Standards of attainment in speaking and listening, reading and writing are above those expected for pupils in Year 2. This is an improvement since the previous inspection when standards were judged to be typical of pupils of this age. This improvement is because of better teaching and the use of assessment to inform planning. The results of tests in 2002 at the end of Year 2, show that standards are average in reading and above average in writing both in relation to national levels and when compared with similar schools. The analysis of the results of national tests and the school's own assessment procedures gave rise to a decision to use more financial resources to improve the support for teachers.
- 62 The attainment of pupils in Year 2 in speaking and listening is above the national average. The attainment reflects the good progress made since they were admitted to the school because of the many opportunities to talk with teachers and support staff. Pupils extend their range of vocabulary during discussions with the teacher and other pupils in the literacy lesson, for example, in a Year 2 lesson where pupils compiled lists of words associated with snow, and in other subjects. Pupils listen very closely to the teacher during in all lessons. The views and opinions of other pupils are treated with respect.
- 63 By Year 2 attainment in reading is above that found in most schools. Higher-attaining pupils read fluently, often with expression. Average-attaining pupils read with understanding. Pupils talk about the main characters, retell the story and make 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. The growing confidence of all pupils was exemplified well in a Year 2 lesson. They read together at a good pace a chapter from 'Detective Tilak'. The way they read and then discussed the story showed that they understood and enjoyed the book. Some pupils borrow books from the local library. Higher and

average-attaining pupils are beginning to use the contents 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 reading record. The school is active in promoting an interest in reading outside the school through the weekly sale of books at the Book Club run by parents.

- 64 Pupils in Year 2 attain standards in writing that are above those expected nationally. Pupils are provided with a good range of writing experiences. Their enthusiasm for writing was evident in the response of a Year 2 class when told that the lesson was to be a writing task. The pace at which almost all pupils worked and their high level of concentration when writing about 'Fussy Freda', from the point of view of one of the other characters in the story, was impressive. They write about themselves and retell stories well. They learn how to write lists, for example when writing about what a character in a story stole. Pupils learn how to write a letter, as in a lesson based on the book 'Dear Daddy'. Higher and average-attaining pupils know when to use a capital letter and where to put a full stop. They also know what exclamation and question marks denote. Spelling of simple words by average attaining-pupils and some complex words such as 'building', by higher-attaining pupils, is usually correct. Lower-attaining pupils' writing is less detailed and less accurate. Handwriting is legible. Letters are evenly formed and mostly of a consistent size.
- 65 Good opportunities are provided to promote literacy skills in other subjects. In a good Year 2 history lesson, speaking and listening skills were fostered well. Pairs of pupils adopted the roles of eyewitness and reporter well to consolidate their knowledge and understanding of the Great Fire of London. In geography, pupils write well about the island of St. Lucia. In design and technology they list the tools and equipment they will need to implement their design and subsequently write an evaluation of the finished product. The use of information and communication technology to research information is promoted well. In a Year 2 lesson pairs of pupils shared laptop computers to fill in missing words such as 'first', 'afterwards' and 'meanwhile', in a pre-prepared text to extend their vocabulary and skill in using these 'time' words accurately.
- 66 The quality of teaching is good overall. It is never less than good and occasionally is very good. This is an improvement since the previous inspection when some teaching was judged to be only satisfactory. Teachers have a good knowledge and understanding of the format and purpose of the National Literacy Strategy. Teachers are now beginning to use the National Literacy Strategy more flexibly. They use more imaginative strategies such as role-play to foster learning. Lessons are planned well and there are clear links with other subjects. Plans contain detailed learning objectives with tasks that are well matched to prior attainment for all groups because teachers now use ongoing assessment well to inform their planning. In a Year 1 lesson there were different tasks for each of the four ability groups. Nevertheless, the teacher identified one of the higher-attaining group as being capable of an even more demanding task. This challenge is also an improvement. Teachers use the good resources for English very effectively. In most 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 lessons is usually brisk and questions are used effectively to recap on previous learning and to challenge pupils' thinking.
- 67 Another feature of the good teaching is the use of support assistants, particularly with lower-attaining pupils and those with special educational needs or English as an

additional language. Throughout the lesson these assistants enable pupils to participate fully in question and answer activities and to complete written tasks so that they make the same good progress as other pupils. In a Year 2 lesson, a learning support assistant worked very effectively with lower-attaining pupils and pupils with special educational needs, to help them compile a list of words relating to sunny weather. She then worked very effectively with just the two pupils with special educational needs on the recognition of words identified in their individual education plans. The skills that all teachers use to interest pupils, the high expectations of behaviour, the praise and encouragement given, so that confidence is boosted, result in a positive attitude to the subject and learning is enhanced. Written work is marked in line with school policy. Marking is usually accurate and comments are constructive and encouraging. Homework, mainly reading, makes a good contribution to pupils' learning.

- 68 The subject is led and managed well. The subject leader is a Leading Literacy Teacher for the local education authority. Test results are analysed carefully for strengths and weaknesses, to identify aspects of the subject that need to be developed. One outcome is that writing, particularly that of higher-attaining pupils, has been targeted as a key area for improvement and finance made available to facilitate this. Another is that specific targets are set regularly in discussion with individual pupils. Targets are recorded in the home-school books so that parents can support learning. The subject leader checks teachers' 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**

- 69 Standards of attainment in Year 2 are above average. Because teachers provide many different practical experiences that reinforce learning, pupils have a very secure foundation in number that is not reflected in written tests. Pupils' problem-solving skills and their confidence in investigating mathematics is particularly good. There has been an overall improvement since the previous inspection when standards were judged similar to those found nationally. In the national tests at the end of Year 2 in 2002, the attainment was below average when compared with national levels, but average when compared with similar schools. However, a larger than usual number of lower-attaining pupils in mathematics was identified in this year group. The school has identified the need to improve the standards, as reflected in national tests, of those with higher attainment and has taken suitable steps to do this.
- 70 The current pupils in Year 2 have mental arithmetic skills that are above those expected for their age. Almost all pupils have strategies to add to 10 quickly, without using objects to help them. Those with high attainment respond rapidly to mental arithmetic questions. All pupils count up in tens, fives and twos from different numbers. Pupils with the highest attainment are able to use their number skills when making combinations of coins that add up to a pound, those with average attainment combine coins to make 50 pence and some of those with special educational needs combine coins to make ten pence. Pupils collect their own data, record it on a simple computer database and create associated block graphs. They find it difficult to remember the names of three-dimensional shapes. However, they have a good grasp of much of the required vocabulary associated with mathematics and use it when describing their work. This is because teachers identify special words, use them during lessons and expect pupils to use them in their explanations. For example, teachers in Year 1 carefully developed the words 'plus', 'add' and 'equals'.

All pupils made good progress in their learning in almost all of the lessons seen during the inspection as work was carefully matched to pupils' needs. However, written work indicates that on a few occasions tasks are too similar for all pupils and those with high attainment are not always being sufficiently challenged.

- 71 The quality of teaching is very good. About three-quarters of teaching was very good or excellent. Teachers have a good understanding of the National Numeracy Strategy and are using this to improve learning. Lessons are well planned and carefully structured to keep pupils involved. Practical resources are well organised, of good quality and make a particularly good contribution to pupils' learning. Introductory activities are short and lively, which keeps pupils' attention. The main activity is clearly explained. Pupils know what they are expected to learn and what they are expected to do. Teachers use different techniques to assess learning as the lesson progresses. For example, good use was made of hand held white boards on which pupils wrote their answers to questions. They then held them up for the teacher to see and check. Classroom assistants provide valuable support. Where this is best they participate throughout the lesson, helping those with special educational needs, lower attainment or English as an additional language to take part in all activities, including whole class teaching. On a few occasions classroom assistants are not used effectively at the start of lessons. The closing few minutes of lessons are used well to develop pupils' confidence when they explain what they have learned, or to reinforce key points and make pupils think. In the excellent lesson, where Year 1 pupils had been comparing lengths, the teacher used a straight snake and 'wiggly' ones to challenge the pupils to think about length.
- 72 The management of the subject is good. The subject leader has a very clear idea of how to improve standards and where there are weaknesses in the curriculum. Teaching and planning is checked regularly and tests are analysed carefully to provide this information. Assessment and recording procedures are good, although the use of this information to track pupils' progress from the time they enter school to the time they leave, and therefore to identify pupils who are not achieving well enough, is in the early stages of development.

## **SCIENCE**

- 73 Standards of attainment in science in Year 2 are well above average. This is an improvement since the previous inspection. Teachers' assessment of performance of pupils at the end of Year 2 in 2002 showed an improvement in standards, particularly of those with higher attainment and results were well above average with 60 per cent of pupils gaining the higher Level 3. No lessons were seen in Year 2 during the inspection due to timetable arrangements. Judgements are based on observations of lessons in Year 1, a scrutiny of written work available, discussions with pupils, a scrutiny of records and assessments and discussions with the subject leader. The previous inspection judged that there was a need to improve provision for learning about physical processes. It is clear from the evidence available that much work has gone into improving teacher expertise, planning and provision for science as a whole.

- 74 Almost all pupils in the present Year 2 have reached at least the level expected for their age in all aspects of science. There is higher attainment in pupils' knowledge and understanding of life processes and living things. Most pupils also have an above average grasp of all aspects of science related to healthy bodies and hygiene, due to the work for the 'Healthy School' project. Pupils sort and classify materials well. They name sources of light and are very knowledgeable about sources of sound. They discuss simple forces such as push and pull movements related to familiar experience.
- 75 No overall judgement has been made on the overall quality of teaching as no lessons were seen in Year 2 and one of the Year 1 lessons was taken by a supply teacher. Activities and practical resources are very well prepared and provide the pupils with first-hand experiences. In the best lessons speaking and listening skills are carefully developed alongside the knowledge and understanding of science. Vocabulary is extended, often through the teachers' careful questioning of pupils. For example, pupils found many words associated with texture of materials. Pupils are given the opportunity to make decisions and record their findings in a way that is appropriate for their age. This also supports their learning in mathematics. Pupils with special educational needs or English as an additional language are well supported in lessons and make the same progress as others in the class.
- 76 The management of the subject is good. It is well led and there is a clear vision for improving standards further. Standards, teaching and planning are carefully checked. There is a good range of practical equipment, books and computer software to support learning. Assessment procedures are very good and records meticulously maintained. Information collected is used very well to make changes to the curriculum. The subject makes a very good contribution to pupils' moral and social development.

## **ART AND DESIGN**

- 77 Attainment in art and design is well above that expected nationally. This is an improvement since the previous inspection when it was above the expected level. The range of techniques and media that pupils learn to use is impressive. Evidence from the current work in the school and from the files relating to the various projects in which the school has taken part demonstrates a very high standard of work in using pencils, chalks, three-dimensional work of various kinds, textile work, weaving and printing. A project on environmental art resulted in pupils making owls for example, from natural materials. The skilled audit of provision in the school by the subject leader resulted in a successful bid for special funding to develop graphic art. The school worked with visiting artists using digital cameras, scanners and computer programs to produce work to show how the school might have looked 100 years ago. Pupils wore Victorian costume and incorporated photographs of themselves, detailed drawings of parts of the school and photographic imagery to create sepia pictures, blending together both their own drawing and photographs. The work was of a very high standard indeed. All groups of pupils wrote good evaluations of their work and of the project and demonstrated above average skills in analysing their own work and the success of the project. During the inspection pupils of all levels of prior attainment in Year 2 produced work of high quality in the clay work linked to the topic on houses.
- 78 The quality of teaching is very good. Teachers and non-teaching staff are secure in their knowledge and understanding of art and design. Pupils develop very good skills because all staff are aware of the steps that pupils need to take in order to do this and

set the work in interesting contexts. During the inspection pupils in Year 2 learned to mix and shade colours and to vary the depth of the colour when they painted flames for a picture of the 'Fire of London'. Colour mixing skills across both year groups are very good. In Year 1 pupils were very clearly taught how to shade using drawing pencils and successfully completed observational drawings of wooden objects using pencil, pencil crayons and charcoal. Pupils are also introduced to the work of famous artists. They learn about the place of art and design in society when, for example, they design and print curtains. Pupils clearly enjoy their work and concentrate well. They use tools and materials with respect and care, working well together when required.

- 79 Subject leadership is very good. Skilled auditing of the curriculum, teaching and learning leads to initiatives such as the graphic arts project. The subject leader is adept at preparing bids for extra funding and puts much time and effort into this. She is very well qualified in art and design and supports and develops other staff very well. The policy and the schools' planned programme of work are very good and include provision both for pupils with special educational needs and for gifted pupils. Art and design from other cultures is well planned into the programme, for example, a project centred on a visitor from Ghana. This support has a significant effect on pupils' attainment. The range and quality of equipment and media are very good and this also is a significant factor in the standards achieved. The school has achieved a national award called the 'Artsmark' for its achievement. A refinement of the assessment procedures is part of the current development plan and includes more collecting and analysing of pupils' work. The subject makes a very good contribution to pupils' personal, spiritual, social and cultural development.

## **DESIGN AND TECHNOLOGY**

- 80 The school's planned programme of work meant that no specific teaching of design and technology was seen during the inspection and so no judgement was made on teaching. Evidence from the present inspection – an analysis of photographic evidence, policy documents and discussion with the subject leader - indicates that standards of attainment are typical of those nationally expected for pupils in Year 2. This is similar to the judgements in the previous inspection report. Pupils in Year 2, including those with special educational needs, understand 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. In Year 1 they design and make a house for 'The Three Pigs'. Year 2 pupils design and make fairground rides with moving parts. They also make vegetable soup as part of learning in food technology. All pupils learn to use appropriate tools and equipment safely and competently. All pupils make steady progress.
- 81 Teachers enable pupils to use skills learned in design and technology to support learning in other subjects. Year 1 pupils use construction kits to make different types of houses in connection with their work in geography. The issues identified in the previous inspection have been successfully addressed. Teachers are now more confident and secure in their knowledge and understanding of the subject. Planning indicates that pupils have the opportunity to engage in open-ended design activities. The improved planning is because teachers benefit from advice and information from the previous subject leader, notably after she attended in-service training courses. Planning has also been checked by the local education authority advisory service to ensure that all pupils have full access to the requirements of the National Curriculum.

- 82 The subject leader has only very recently taken up her post in the school and is supported well by the previous subject leader. The subject has been led and managed well because of the opportunities to observe teaching and learning and to use these observations to identify subject needs. The subject file is detailed and identifies the strengths of the subject and areas for development, for example the need to improve the already good resources by purchasing more construction equipment. Good ongoing assessment is used to inform planning. The school is in a good position to raise standards further, particularly for the higher-attaining pupils.

## **GEOGRAPHY**

- 83 Pupils in Year 2 attain standards in geography that are similar to those expected nationally. This finding reflects that 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 housing. Through a study of the island of St. Lucia home they compare Driffield with a different environment. 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 the 'The Travelling Bears'. Pupils make steady progress in knowledge and understanding. Information and communication technology is used satisfactorily to support learning. Video recordings and CD-ROMS are available for a number of topics, for example St. Lucia. Pupils using a search engine accessed some information about St. Lucia. The school is planning to increase the use of search engines and has identified several web sites that will support learning in the topics studied by the pupils.
- 84 The school's planned programme of work meant that no teaching was seen during the inspection and so no judgement has been made about the quality of teaching. However, the displays of work and general attitudes of pupils indicate that they enjoy the subject. For example, some of the artwork completed in conjunction with the study of St. Lucia was vibrant and imaginative. Teachers also use skills pupils have learned in the literacy lesson to foster learning. Year 2 pupils composed an acrostic poem based on St Lucia with the first line beginning with S, such as 'Sunshine every day on a beautiful island'. Teachers arrange visits to the locality, for example to observe the different types of housing, as well as further afield, such as to Scarborough, to enrich the learning for all pupils. Visitors, for example, the local authority's recycling officer, also contribute well to learning.
- 85 The subject is led and managed well. This is because the subject leader's role, including the observation of teaching, facilitates the promotion of better teaching and use of the good resources. The school plans topics adapted from the latest national guidance to enable all pupils to have access to the requirements of the National Curriculum. Assessment procedures are satisfactory and incorporate some good features. Pupils' progress is assessed regularly and assessments inform planning. This is an improvement since the previous inspection. The school recognises that further development of the assessment procedures and increased use of information and communication technology are the next steps to greater progress and to raise standards of attainment further. The subject makes a very good contribution to pupils' personal, social and cultural development.

## **HISTORY**

- 86 Inspection evidence indicates that the standards of attainment are typical of those normally expected in Year 2. This is similar to the findings of the previous inspection. Pupils, including those with special educational needs, make steady progress in both Years 1 and 2. Pupils have begun to develop a sense of the past and how it is different from the present. Through their study of toys, the seaside and events such as the Great Fire of London, they learn key vocabulary including 'then', 'now', 'old', 'new', 'chronological order' and 'time-line'. Some pupils were astonished to learn that there were prisons in London at the time of the Great Fire. They know how some children had to work in cotton mills and the hardships suffered and dangers faced in doing so.
- 87 Teaching and learning are good. This is an improvement since the previous inspection. Strong features of teaching that enable all pupils to make good progress include good planning that takes account of previous learning, well chosen resources and an imaginative approach that arouses and maintains the interest of the pupils. In a good Year 1 lesson based on the story of 'Orphan Mary', all pupils learned the difference between the lives of children 'then' and 'now' as well as changes in the working conditions in factories. They were keen to answer questions about the feelings of children sent to live and work in cotton mills. This promoted personal development well. All pupils knew by the end of the lesson how children's clothes were different because they had the opportunity to see some of their peers dressed up in clothes that were similar to the clothes worn almost two hundred years ago. Another strong feature of the teaching is the promotion of learning by drawing on and consolidating skills learned in other subjects. One example of this is the use of art activities. Another, exemplified in a very good Year 2 lesson, gave all pupils opportunities to enhance their speaking and listening skills. Pairs of pupils participated in role-play where the 'reporter' questioned the 'eyewitness' about the sequence of events in the Great Fire of London. All pupils displayed high levels of concentration in these interviews.
- 88 The subject is managed and led well. The newly appointed subject leader has a detailed file that identifies the strengths of the subject and the areas for development. Resources are good because the school supplements its own resources with objects of educational interest, books and posters from the local authority loan service to which it subscribes. This quality was shown in the wide range of items relating to washing and ironing in the early part of the Twentieth Century displayed in Year 1 classrooms, adding interest and quality to learning. The school is developing the use of information and communication technology to support learning, for example by watching video recordings in connection with the Great Fire of London. The school recognises the need to utilise search engines more now that information and communication technology resources have improved. Educational visits, for example to Burton Agnes Hall and the Hornsea Folk Museum, and visitors from the local community make a good contribution to learning by adding considerable interest. The subject makes a very good contribution to pupils' personal, spiritual, moral, social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 89 Attainment in Year 2 is above the nationally expected level. This matches the judgement given in the previous inspection report. The demands of the curriculum have increased considerably since then and so the improvement in standards is good. Special grants have been used well to improve teachers' expertise and

resources. A new computer suite has just been opened and teachers are still experiencing minor problems with the management of the system. There has been too little time between the opening of the suite and the inspection for planning to be adapted to make the best use of all the resources available, both to develop information and communication technology skills and to use these skills efficiently to support other subjects. Nevertheless, teachers have done well in a few weeks to get all pupils used to working in the computer suite, giving them confidence to try new things and linking the development of computer skills to other subjects.

- 90 Pupils in Year 2 load a program using one of the icons displayed. They have good mouse control and use this to access drop down menus or to scroll up and down lists. They experiment with different tools. They use a keyboard to write their own work and know how to change fonts. They enter data on a simple spreadsheet and print their own graphs. Planning indicates that pupils are given the opportunity to control a floor robot and use a computer program that requires pupils to give precise instructions in a simple computer language. They are also expected to use the Internet in Year 2 for their research. Suitable safety procedures are in place for the protection of pupils at these times. Pupils know that other equipment gives information and are given opportunities to collect and use information in different ways. For example, a previous art and design project allowed pupils to use a scanner and a digital camera to combine drawings and photographs.
- 91 Teaching is good and this leads to good progress in pupils' learning. In some lessons during the inspection it was less effective because of the teachers' lack of familiarity with the new computer system and the new software being introduced to the pupils. Although teachers are well prepared and lessons well planned, it is inevitable that they are not familiar with all problems that can occur when pupils use complex computer programs. In the best lessons teachers give the pupils a certain amount of freedom to experiment and make choices. For example in Year 1, when pupils were using an art package, pupils enjoyed experimenting with background colour changes, the width of the brush lines and filling areas of their picture with colour. Pupils with special educational needs or English as an additional language are well supported and achieve similar standards to others in the class.
- 92 The management of the subject is very good. Standards, planning and teaching are checked regularly. There is a very clear educational direction for the subject. Rightly, the current focus is on the development of the use of all the new resources to improve standards further. The quality and range of resources available are good, although not fully in use yet.

## **MUSIC**

- 93 Standards of attainment in music are above those expected nationally throughout the school. This is an improvement since the previous inspection when standards were judged to be similar to those expected. The quality of singing is good. Pupils in Year 2 sing songs with complex rhythms and tunes well. They pronounce their words clearly, sing with expression and control the volume remarkably well for their age. Pupils have a good understanding of the need to use symbols to represent sounds of different instruments and lengths of sounds. They follow a score made of symbols of their own choice, follow a conductor, listen to their own music on a tape recorder and make suggestions for improvement. About one third of pupils in Year 2 sing in the school choir. This raises the standards of singing. The pupils who attend dance club also improve their response to rhythms. Pupils throughout the school enjoy their music and perform with confidence.

- 94 The quality of teaching is good. Lessons are well planned. However, musical instruments are not always well organised for ease of access or to teach pupils to store them carefully. On a few occasions the teachers' lack of subject knowledge means that opportunities are missed to develop pupils' skills. There is a clear progression in the degree of difficulty of the songs pupils are taught as they move through the school. In a very good singing lesson in Year 1 there were high expectations of the pupils' ability to listen carefully and to echo tunes, rhythms and diction. Pupils with special educational needs take a full and active part in lessons. This was particularly evident in a Year 1 lesson where support assistants ensured that the pupils they helped were able to make their own contributions to demonstrations, for example to copy a rhythm pattern using castanets and playing it to the class. Additional valuable expertise from a voluntary helper is used well to improve singing and performance.
- 95 Subject management and leadership are good. A good planned programme of work is in place that covers the requirements of the National Curriculum. The school has rightly identified the need to improve pupils' awareness of music from different cultures and are providing opportunities for pupils to enjoy different types of music. For example an African dance specialist is coming shortly to take a week of music in the school. These experiences are not yet securely embedded in curriculum planning. Nevertheless, music makes a very good contribution to the pupils' spiritual, moral, social and cultural development. Not enough use is made of information and communication technology to support learning but provision is due to be made now that the school has a new computer suite.

## **PHYSICAL EDUCATION**

- 96 Standards of attainment in physical education are above those expected nationally. This matches the findings of the previous inspection. In dance standards are well above the nationally expected levels. Following an audit of teachers' skills and the physical education curriculum, the school decided to employ a specialist dance instructor to work with teachers and pupils together. As a result of this initiative standards rose significantly and in a lesson observed during the inspection, pupils in Year 2 worked with an exceptionally high level of skill and understanding, expressing feelings and moods in a variety of movements and sequences. They respond very well to different types of music, showing contrasts of shape, direction and level. All groups of pupils, including those with special educational needs, achieve very well in dance. They work together with a high level of cooperation in pairs and groups with boys and girls working successfully together. The high quality of questioning led to pupils evaluating their own performance and that of others very well. Pupils know and can dance in a variety of styles including the Latin American and Country Style dance. In another lesson pupils in Year 1 demonstrated good skills in running, rolling and catching balls.
- 97 The quality of teaching is good overall and very good in dance. Teachers confidently develop skills through questioning, example and peer demonstration. Pupils are encouraged to work very hard and to analyse and improve their performance. Lessons are well structured and include appropriate warm-up and cool-down sessions. All staff and adults are appropriately dressed and all health and safety precautions are observed, including those relating to earrings. Pupils respond very well in lessons and work very hard, showing a very good level of interest and concentration. They listen carefully to instructions and listen particularly well to music in dance.

- 98 Leadership of the subject is very good. The careful observing and evaluating of teaching and learning led to the significant improvement and subsequent very high standards in dance. The programme of work is carefully constructed and supports teachers well. The school has no grassed area for physical activity but classes use the local park in the summer and the school also has a sports day in the park. The playground facilities are currently being improved by the addition of an adventure playground. The school also has gymnastics, dance and sports clubs where pupils can extend their skills further. Resources for physical education are very good. They are in very good condition, accessible and safely stored. The subject makes a very good contribution to pupils' personal, spiritual, cultural and social development.

## **RELIGIOUS EDUCATION**

- 99 Standards of attainment in religious education meet the requirements of the locally agreed syllabus. This judgement is similar to that of the previous inspection report. All groups of pupils learn stories and festivals from the Christian faith and from the Judaism. During the inspection pupils in Year 1 learned about why families might have a baby christened and enjoyed role-play about this. Pupils in Year 2 gained a very good understanding of the Jewish faith from a video recording and the subsequent role-play of the ceremony of Shabbat. During this time they reflected well on the meaning of this ceremony in a family and how that family might feel. They lit the special candles, tasted the food and learned to say 'Shabbat Shalom' as a greeting. They learned to sing a traditional song. Other pupils in Year 2 learned and acted out the story of Jesus visiting the Temple with Mary and Joseph. Again feelings were explored well.
- 100 The overall quality of teaching is good. Lessons are particularly effective when good quality objects of religious significance are used. Role-play is a good feature of pupils' learning in religious education, enabling them to reflect on feelings and the role of religion in people's lives. All pupils, with all levels of prior attainment, take part successfully in this but on occasion there are too few opportunities for all to take a role and learning is less focused. Pupils learn and demonstrate respect and value for difference and culture. They begin to understand the spiritual nature of ceremonies and the importance of these in families.
- 101 Subject leadership is sound. The school's planned programme of work is based securely on the locally agreed syllabus. The subject leader attends courses and shares the information gained with other staff. The subject development file provides useful guidance for others. The quality of teaching and learning is observed and the information gained is used to decide on the next steps for development. The current focus of this development is assessment and recording of attainment. Resources are good but there are no opportunities for visits and visitors to support learning about the Jewish faith and others. Pupils do visit the local Church. The subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development.